

LYCOMING COLLEGE



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THE LYCOMING CALENDAR

The academic year is organized on the basis of two regular semesters, Fall and Spring, and two special sessions, May and Summer. The Fall Semester typically begins in late August or early September and concludes in December shortly before Christmas. The Spring Semester begins early in January and concludes in late April, with Commencement scheduled early in May. The regular academic year is followed by two optional special sessions, a four-week May Term and a six-week Summer Term. The Lycoming Calendar for 1977-1978, in abbreviated form, follows.

FALL SEMESTER 1977

August	30— <i>Tuesday</i>	Classes begin.
September	5— <i>Monday</i> 6— <i>Tuesday</i>	Labor Day Recess. Classes resume.
November	18— <i>Friday</i> 28— <i>Monday</i>	Thanksgiving Recess begins 5 p.m. Classes resume.
December	16— <i>Friday</i>	Semester ends at 5 p.m.

SPRING SEMESTER 1978

January	9— <i>Monday</i>	Classes begin.
March	3— <i>Friday</i> 13— <i>Monday</i> 24— <i>Friday</i>	Spring Recess begins 5 p.m. Classes resume. Good Friday. Afternoon classes suspended.
April	28— <i>Friday</i>	Semester ends at 5 p.m.
May	7— <i>Sunday</i>	Commencement.

MAY TERM 1978

May	9— <i>Tuesday</i>	Classes begin.
June	2— <i>Friday</i>	Term ends.

SUMMER TERM 1978

June	5— <i>Monday</i>	Classes begin.
July	14— <i>Friday</i>	Term ends.

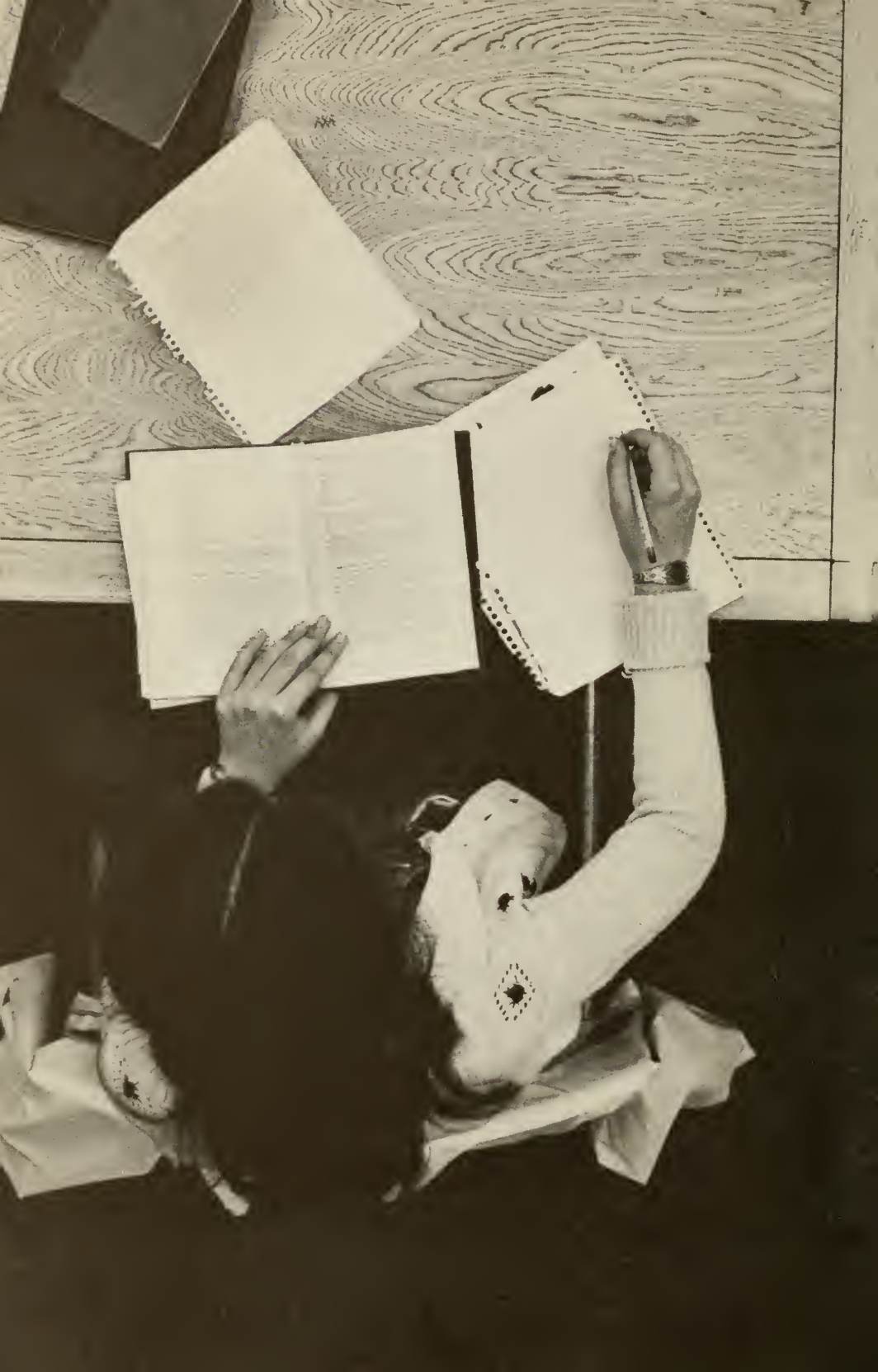


A QUICK LOOK AT LYCOMING

Location	Williamsport, Pennsylvania												
Historical Evolution	Founded in 1812 as Williamsport Academy Under Methodist Episcopal sponsorship, Became Dickinson Seminary in 1848 Added Williamsport-Dickinson Junior College in 1928 Became Lycoming College in 1947												
Enrollment	1300 (approximately 750 men and 550 women)												
Accreditation	Middle States Association of Schools and Colleges University Senate of The United Methodist Church												
Church Affiliation	United Methodist												
Student/Faculty Ratio	Eighteen to one												
Library Volumes	125,000; 885 current periodical titles												
Size of Campus	Main campus: 20 acres, plus 12-acre Athletic Field												
Number of Buildings	Nineteen												
Calendar	4-4-1 (1=Optional May Term)												
1977-78 Fixed Charges	<table> <tr> <td>Tuition</td><td>\$2700</td></tr> <tr> <td>Room</td><td>600</td></tr> <tr> <td>Board</td><td>700</td></tr> <tr> <td colspan="2"><hr/></td></tr> <tr> <td>Total</td><td>\$4000</td></tr> <tr> <td colspan="2">(not including May Term)</td></tr> </table> <p>Books and supplies normally cost 175 to \$150 per year. Allowance must be made for laundry, travel, clothing, and personal needs.</p>	Tuition	\$2700	Room	600	Board	700	<hr/>		Total	\$4000	(not including May Term)	
Tuition	\$2700												
Room	600												
Board	700												
<hr/>													
Total	\$4000												
(not including May Term)													
Financial Aid	Lycoming students received more than \$1.5 million in various kinds of financial assistance last year. Before you conclude that you cannot afford Lycoming, check it out carefully with our Admissions Director and the Director of Student Aid.												

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LYCOMING COLLEGE



THE PRINCIPAL AIM OF THE COLLEGE

The principal aim of Lycoming College is to use its resources to provide for its students the finest undergraduate educational opportunity available. The College serves primarily to help each student develop a central core of values, awarenesses, strategies, skills, and information that is integrated and coherent enough to lead to a productive and fulfilling life in an enormously complex world, and at the same time is sufficiently open and flexible to encourage continuous growth and development.

THE COLLEGE AND THE CHURCH

Lycoming enjoys a continuing and mutually supportive relationship with The United Methodist Church. It has consistently supported the Methodist tradition of providing educational opportunities for persons of all religious faiths. Within this setting of religious concern, the search for values must continue to be an important function of this institution.



THIS IS LYCOMING

Lycoming is a coeducational liberal arts college with a student body of 1,300, approximately 800 men and 500 women. The College positively affirms access to its programs and facilities without regard to race, creed, sex, religion, or national origin.

At Lycoming it is believed that a liberal arts education is the best hope for an enlightened citizenry and that vocational and professional specialization must be built on a broad acquaintance with the various disciplines. Programs are arranged within a liberal arts framework so that all students study the humanities, sciences, and social sciences.

Beyond the level of general education, the College stresses the pursuit of a major. This presses you to achieve competency in a more limited area and encourages greater depth and sense of academic achievement. The major relates to increased understanding of yourself and your world; it leads both to graduate school and to vocation. Majors are not confined to single departments of the College; increasingly they are interdepartmental in nature, thus permitting the student a wider range of experience in related fields. A wide variety of individualized opportunities is also available and is described elsewhere in this catalog under "Special Opportunities."

LOCATION

Lycoming College, in scenic North Central Pennsylvania ninety miles north of Harrisburg, is set upon a slight prominence near downtown Williamsport overlooking the beautiful West Branch Valley of the Susquehanna River. Greater Williamsport, with a population of 85,000, is within 200 miles of Washington, Baltimore, Philadelphia, New York, Syracuse, Rochester, Buffalo, and Pittsburgh. It is easily accessible by bus, airline, and automobile. Interstate 80 passes fifteen miles south of Williamsport; U.S. Routes 15 and 220 come through the city.

HISTORY

Founded in 1812 as Williamsport Academy, it is the oldest educational institution in the city of Williamsport. At first, the Academy served only the young through what are now recognized as the elementary grades. With the advent of public schools in the city, the Academy expanded its curricular offerings to include high school and college preparatory work.

In 1848, under the patronage of The Methodist Episcopal Church, the Academy became Williamsport Dickinson Seminary. The Seminary continued as a private boarding school until 1929 when once again its offerings were expanded, this time to include two years of college work. This expansion resulted in change of the institution's name to Williamsport Dickinson Seminary and Junior College. During its years as a junior college under President John W. Long, the institution forged a strong academic reputation, strengthened its faculty, and expanded its physical plant.

Increasing national demands for higher education following World War II prompted another significant step in the growth of the institution. In 1948, the junior college became Lycoming College, a four-year degree-granting college of liberal arts and sciences.

The College has enjoyed the support and stabilizing influence of The United Methodist Church for more than a century. During most of that period the corporate stock of this institution was owned by the Preachers' Aid Society of the Central Pennsylvania Conference. In 1970 all corporate stock was transferred to a self-perpetuating Board of Trustees of Lycoming College.

Lycoming is approved to grant baccalaureate degrees by the Pennsylvania Department of Education. The College is accredited by the Middle States Association of Colleges and Secondary Schools and the University Senate of The United Methodist Church. It is a member of the National Commission on Accrediting, the Association of American Colleges, the Pennsylvania Association of Colleges and Universities, the Commission for Independent Colleges and Universities, and the National Association of Schools and Colleges of The United Methodist Church.

The name Lycoming is derived from an Indian word "Iacomic" meaning "Great Stream." It is a name that has been common to north central Pennsylvania since colonial times.



THE ACADEMIC PROGRAM

THE DEGREE

Lycoming College is a liberal arts institution granting the bachelor of arts degree. A degree candidate must fulfill certain minimal course requirements in breadth of learning—the distribution requirements—and in depth of learning in a chosen subject matter field—the major. Persons already possessing a bachelor's degree from another institution may enroll in a degree program at Lycoming. These persons will be expected to complete all graduation requirements in effect at the time of their admission and they must complete a major other than the one completed to satisfy the requirements of the first bachelor's degree. Also, additional academic requirements may be prescribed to remove any deficiencies. In these cases, credits from other institutions will be accepted on the same basis as credits for regular transfer students.

GRADUATION REQUIREMENTS

Every degree candidate must complete the following degree requirements:

1. Pass a minimum of 128 semester hours (32 unit courses) with a cumulative average of 2.0 or better. Additional credits beyond 128 semester hours may be completed provided the 2.0 grade point average is maintained. A student is subject to suspension or dismissal at the time the number of unsuccessful course attempts (grades of F, U, W, WP, WF) exceeds 24 semester hours except in case of withdrawal for medical or psychological reasons. Exceptions may be granted by the Committee on Academic Standing in case of readmission and transfer applicants.
2. Complete a major consisting of at least eight (8) courses.
3. Achieve an average of 2.0 or better for all courses counted in the major.*
4. Complete the Distribution Requirements.
5. Complete the final eight courses offered for the degree at Lycoming.
6. Earn one year of credit in Physical Education.**
7. Satisfy all financial obligations incurred at the College.
8. Complete the above seven requirements within seven years of continuous enrollment following the date of matriculation. All exemptions or waivers of specific requirements are made by the Committee on Academic Standing.

*This 2.0 average or better must be attained in those courses stipulated as comprising the major. This requirement is not met by averaging the grades for all courses completed in the major department.

**Exemption, for medical reasons, from participation in physical activity associated with physical education may be granted only by the College Physician who considers your medical history, your physician's report, and a physical examination.

COURSE WORK

Instruction at Lycoming College is organized, with few exceptions, on a departmental basis. Nearly all courses are unit courses, meaning that each course taken by you is considered to carry the same academic value as any other course. For transfer purposes each course is considered to be

equivalent to four semester hours of academic work. Each course meets on a schedule set by the department and the instructor involved. Such meetings may be on a lecture, discussion, laboratory, or tutorial basis. Varying amounts of additional study, reading, writing, and research will be required for each course. Most students elect four courses each semester. Students may elect to enroll in five (5) courses during any semester provided they are Lycoming Scholars or were admitted to the Dean's List during the preceding semester. Other students may petition the Dean of the College for approval to take five courses. You can accelerate by taking courses in the May Term and summer sessions.

MAJORS

You are required to complete a series of courses in a field of concentration. This is accomplished by completing one of the following type of majors:

Departmental Major, Established Interdisciplinary Major or Individual Interdisciplinary Major.

DEPARTMENTAL MAJORS

Departmental majors, as described beginning on page 56, are available in:

Accounting	History
Art	Mathematics
Astronomy	Music
Biology	Philosophy
Business Administration	Physics
Chemistry	Political Science
Economics	Psychology
English	Religion
Foreign Languages	Sociology — Anthropology
French	Theatre
German	Russian
	Spanish

You may complete additional majors; each will be recorded on your record.

ESTABLISHED INTERDISCIPLINARY MAJOR (EIM)

An established Interdisciplinary Major (EIM) can be elected instead of a departmental major. Two or more departments work together to establish an EIM which must be approved by the Faculty. The following EIM's, as described in The Curriculum section, are available:

Accounting-Mathematics	Literature
American Studies	Mass Communications
Criminal Justice	Near East Culture and Archeology
International Studies	Soviet Area Studies

INDIVIDUAL INTERDISCIPLINARY MAJOR (IIM)

You may take the initiative and design a unique individual interdisciplinary Major (IIM) in consultation with your faculty advisor. You may apply for approval of an IIM to the Committee on Curriculum Development via the Registrar, who will provide a copy of the *Guidelines For Interdisciplinary Majors* and other necessary forms.

Individual Interdisciplinary Majors usually involve two or more departments, each of which offers a major. An IIM is normally comprised of a minimum of ten courses beyond those satisfying distribution requirements. If the IIM involves departments not included in meeting the distribution requirements, then the ten courses may include elementary courses usually used to satisfy distribution requirements. However, you are expected to take at least six courses at the advanced (junior or senior) level as determined in consultation with your advisors. Changes in this set of courses comprising the major, which may be desired or needed as you progress, must be authorized by the Committee on Curriculum Development.

As an IIM student, you are advised by a committee composed of one professor from each department involved. You choose the chairman who functions as your advisor. The Committee on Curriculum Development must certify the successful completion of the IIM for graduation.

An example of a transcript entry is:

Interdisciplinary Major in Urban Studies (History, Psychology, Sociology).

POLICY ON ADMISSION TO MAJOR

If you desire an established interdisciplinary major (EIM) or departmental major (DM), you must declare your elected major in the Office of the Registrar no later than the beginning of your junior year.

If you desire an individual interdisciplinary major (IIM), you must apply to and secure the approval of the Committee on Curriculum Development in conformity with established policy.

If the Committee on Curriculum Development, the Coordinating Committee for an EIM, or a department feels that legitimate reasons exist which may warrant removal from major status, that committee or department must submit these reasons, in writing, to the Dean of the College who, after consultation with you, will decide whether or not you are to be removed from major status. The Committee on Curriculum Development, the Coordinating Committee for an EIM, the department, or you may appeal the decision of the Dean of the College to the Committee on Academic Standing which will either sustain or modify the decision of the Dean of the College.

If you have not declared a major by the beginning of your junior year, you are subject to dismissal from the College.

ACADEMIC ADVISEMENT

An advantage of a small college is the rich experience gained by the close association of students and faculty. The counseling program at Lycoming enables you to discuss various academic problems with your faculty advisor, your instructors, and the staffs of the Dean of the College and the Dean of Student Services.

As an entering Freshman, you are assigned to a faculty advisor who meets with you as needed during the year. You will find your advisor willing to guide and assist in the many problems that confront a new college student. All students are required to have an assigned advisor. Students who have declared a major must have an advisor from within the major department or

program. The advising program is thought to be an important part of the Lycoming academic experience; however, students are expected to accept full responsibility for their academic programs, including satisfactorily completing the requirements established by the College which are associated with them.

DISTRIBUTION REQUIREMENTS

One of the reasons a student chooses to come to Lycoming is a desire to obtain a breadth of knowledge in many areas, a liberal arts education. Students who deliberately elect to attend a liberal arts college are interested in more than training in a narrow major; they want knowledge in an area of special interest, their major, amplified by exploration into kindred and "unrelated" fields.

Lycoming College, being a liberal arts institution, insists that a major program of study be supported and challenged by the influences of a diversity of subjects. The major must not become narrow in its vision and sterile in its ability to help you function effectively in a world where nothing is neatly isolated and compartmentalized. The College believes that the essence of liberal education is its potential for exposing you to the multitude of historical, traditional, and contemporary avenues of thought and action which are brought to light in different ways through the study of various disciplines.

By taking different kinds of subjects, you can discover numerous ways of seeing things. You can gain advantage of learning to view events and approach problems and questions from various points of view. You can discover that the interpretation of events and the relevance of solutions and answers will vary greatly for different individuals and groups.

To have you achieve at least a minimal insight into this multiplicity of perspective, thought, and reaction, Lycoming requires that you select some of your courses from the six groups outlined below. The aim is not the garnering of specific, prescribed information, but rather, the development of a broadly based perspective of all aspects of life.

The distribution requirements in English, Mathematics, Fine Arts, Natural Science, History and Social Science may be partially met by superior performance on the General Examinations of the College Level Examination Program (CLEP). Further information about CLEP may be obtained from the Office of the Registrar.

Courses for which a grade of S is recorded may not be used toward the fulfillment of the distribution requirement. Students may not register for English I on an S/U basis.

ENGLISH

You are required to pass English I and one other English course. English I must be taken during the Freshman year. By passing the CLEP General Examination you may be exempted from English I. This examination is offered during Freshman Orientation.

FOREIGN LANGUAGE OR MATHEMATICS

You are required to meet a minimum basic requirement in either a foreign language or mathematics.

Mathematics. If you elect mathematics, you must complete four courses in mathematics, including Mathematics 5. By passing the Mathematics Placement Examination you may exempt Mathematics 5, thereby reducing the requirement to three courses in mathematics. By demonstrating additional competence on the Placement Examination you may reduce the requirement to two courses in mathematics other than Mathematics 5.

Foreign Language. If you elect to take a foreign language, you may choose from among French, German, Greek, Hebrew, Russian, or Spanish. You are required to pass two courses on the intermediate or a higher course level. Placement at the appropriate course level will be determined by the faculty of the department of foreign languages and literatures. No student who has had two or more years of a given language in high school shall be admitted to the elementary course in the same foreign language for credit, except by written permission from the chairman of the department. French 28, Russian 17, 28, 33, 35, 36, 47 and Spanish 28 will meet part of this requirement only if the section taught in the language is completed.

RELIGION OR PHILOSOPHY

You are required to pass two courses in either philosophy or religion.

Philosophy. You may complete any two philosophy courses.

Religion. You may complete any two religion courses.

FINE ARTS

You are required to pass two courses in *one* of the following:

Art. You may complete any two art courses.

Literature. You may complete any two literature courses selected from the offerings of the departments of English and Foreign Languages and Literatures.

Music. You may complete any combination of music courses totaling the equivalent of eight semester hours to satisfy this requirement. You can earn the equivalent of eight semester hours in Music in *one* of the following ways:

1. Complete two academic courses from those numbered Music 1 through 59 and Music 70's.
2. Complete a total of eight semester hours of applied music, from courses numbered Music 60 through 69, which are earned fractionally as follows:
 - A. $\frac{1}{2}$ semester hour of credit for each half-hour of instruction per week in courses numbered 60 through 66.
 - B. 1 semester hour of credit per semester for each hour of instruction per week in courses numbered 60 through 66.

C. 1 semester hour of credit per semester for Music 67, 68, or 69.

3. Complete one academic course (Music 1 through 59 and Music 70's) plus the equivalent of four semester hours earned fractionally in applied music courses 60 through 69 as explained in "2" above.

Theatre. You may complete any two theatre courses 10 and above to satisfy this requirement. Theatre I (Fundamentals of Oral Communication) does not satisfy this requirement.

NATURAL SCIENCE

You are required to pass any two courses in *one* of the following: astronomy, biology, chemistry, or physics.

HISTORY AND SOCIAL SCIENCE

You are required to pass two courses in *one* of the following:

Economics. You may complete any two courses.

History. You may complete any two courses.

Political Science. You may complete any two courses.

Psychology. You may complete Psychology 10 plus one course usually chosen from among Psychology 15, 16, 30, 31, 32, or 38.

Sociology and Anthropology. You may complete Sociology 10 plus another course.

NOTE: A course can be used to satisfy only one distribution requirement.

GRADING SYSTEM

The College uses the traditional letter system of grading: A B C D F or Satisfactory/Unsatisfactory. Any student enrolled full-time at Lycoming College may receive a maximum of four grades with S or U. Only one course may be taken on this basis during any semester. No course taken on an S/U basis after the declaration of the major and approval by the department involved may be used to satisfy a requirement of that major, including courses required by the major department which are offered by other departments. Instructor-designed S/U courses are excepted from this limitation. Courses for which a grade of S is recorded may not be used toward the fulfillment of any distribution requirement. Students may not register for English 1 on an S/U basis.

During the May Term, instructors, with the approval of the Dean of the College, may designate courses to be taken on an S/U basis only. These courses will not count toward the four-course limit. A course selected on an S/U basis which is subsequently withdrawn will not count toward the four-course limit.

Any student electing a course on an S/U basis may designate a minimum acceptable letter grade of A or B. If the letter grade actually earned by the student equals or exceeds the minimum acceptable letter designated by the

student, then the letter grade actually earned in the course will be entered on the student's permanent record and will be used in computing the student's GPA. In this case the course will not count toward the four-course limit since it was not completed on an S/U basis. If the student fails to designate a minimum acceptable letter grade or if the letter grade actually earned is lower than the minimum acceptable letter grade designated by the student, then the Registrar will substitute an S for any passing grade. (A, B, C or D) and a U for an F grade.

The student shall declare by the end of the period during which courses may be added an intention to be graded on an S/U basis. At the same time, and except for instructor designated S/U courses, the student will indicate a minimum acceptable letter grade. The instructor will not be notified of these decisions, unless the student chooses to do so. A student electing the S/U option shall be expected to perform the same work in the course as those being graded on the regular basis.

You will receive full credit for a course passed with a Satisfactory grade. Neither the S nor the U counts in computing the grade point average.

Incomplete grades may be given if you, for absolutely unavoidable reasons, have not been able to complete the work requisite to the course. Such circumstances usually stem from medical sources. An incomplete grade must be removed within six (6) weeks of the next regular semester.

MID-SEMESTER EVALUATIONS FOR FRESHMEN

Mid-Semester evaluations are reported for freshman students whose work is unsatisfactory. These reports are filed with the Registrar who then reports them to the students concerned and their faculty advisors. The evaluation report from the instructor may be one of two types: (a) submission of letter grade of D or F (b) submission of a written evaluation for those freshmen who are performing below the satisfactory level.

ACADEMIC HONESTY

The integrity of the academic process of the College requires honesty in all phases of the instructional program. The College assumes that students are committed to the principle of academic honesty. Students who fail to honor this commitment are subject to dismissal from Lycoming. Procedural guidelines and rules for the adjudication of cases of academic dishonesty are printed in the *Faculty Handbook* and *Pathfinder* available to students in the library.

ACADEMIC HONORS

The Dean's List is issued at the close of each semester in recognition of superior scholarship. Students are admitted to the Dean's List when they have completed at least four courses with other than S/U grades during any fall or spring semester and have a minimum grade point average of 3.50 for the semester.

You will be awarded the bachelor of arts degree with honors when you have earned the following averages based on all courses attempted, including courses transferred from other institutions to Lycoming:

Bachelor of Arts, summa cum laude—a 3.90 grade point average.

Bachelor of Arts, magna cum laude—a 3.50 grade point average.

Bachelor of Arts, cum laude—a 3.25 grade point average.

High quality scholarship is also recognized by completion of a departmental honors program and by election of students to membership in Honor Societies.

ACADEMIC STANDING

Students whose cumulative or semester averages fall below "C" are considered to be in academic difficulty and their academic record will be reviewed by the Dean of the College. Such students may be placed on academic probation, suspended, or dismissed according to regulations established by the Faculty.

CLASS ATTENDANCE

The academic program at Lycoming is based upon the assumption that there is value in class attendance for all students. Individual instructors have the prerogative of establishing reasonable absence regulations in any course. You are responsible for learning and observing these regulations.

STUDENT RECORDS

The policy regarding student educational records is designed to protect the privacy of students against unwarranted intrusions and is consistent with Section 438 of the General Education Provision Act (commonly known as the Family Educational Rights and Privacy Act of 1974, as amended). The details of the College's policy on student records and the procedure for gaining access to student records are contained in the current issue of the *Pathfinder*.

WITHDRAWING FROM COURSES

You may drop any course during the first ten days of classes and no record of such enrollment shall be made on your permanent record card. You may also add any course during the first ten days of classes, but the approval of the instructor is required during the last five days. If you wish to drop a course between the tenth day and the twelfth week of classes you must secure a withdrawal form from the Office of the Registrar. You must present this form to the instructor of the course in question who will then assign one of the following grades:

W —Progress at the time of withdrawal cannot be determined.

WP—Progress at the time of withdrawal is satisfactory.

WF—Progress at the time of withdrawal is unsatisfactory.

This grade is then entered on your permanent record card. No withdrawal grade is counted in the computation of the grade point average. Students may not withdraw from courses after the twelfth week of a semester. A student is subject to suspension or dismissal at the time the number of unsuccessful attempts (grades of F, U, W, WP, WF) exceeds 24 semester hours, except in case of withdrawal for medical or psychological reasons.

SPECIAL OPPORTUNITIES

LYCOMING SCHOLAR PROGRAM

Designed for superior students, the Lycoming Scholar Program parallels but goes beyond the standard liberal arts curriculum (as represented by the catalog's distribution requirements) in providing participants opportunities to achieve excellent basic skills, to see concretely the interrelatedness of knowledge, to experience the values of independent study. Persons with the following qualities would most likely benefit from this unique program:

High intellectual ability initially indicated by class standing, grades, and combined SAT scores;

Curiosity, motivation, imagination, creativity, and a desire for excellence;

Commitment to the value of intellectual dialog and the ability to work independently.

BASIC SKILLS

The Lycoming Scholar is trained to demonstrate unusual proficiency in communication (writing and speaking), foreign language (the intermediate level or beyond), and quantitative studies (math and math-oriented disciplines).

INTERDISCIPLINARY STUDIES

As a prelude to work in this part of the curriculum, Scholars take the First-Year Scholar Seminar, wherein they are introduced to the philosophy of liberal studies, the four divisions of learning, and a trans-disciplinary project which demonstrates the program's approach to learning in a concrete way.

Following the First-Year Scholar Seminar, students complete coursework in the curriculum's Interdisciplinary Studies. The heart of the program, these studies are constructed to reveal the interrelatedness of knowledge, as defined by the four divisions: Studies in Society, Philosophy and Religion, Literature and Fine Arts, and Quantitative Studies which include mathematics, the traditional sciences, and the quantitative "social" sciences. Scholars take at least two courses in each division (three in Quantitative Studies). These courses are selected from one of two specially-designed, trans-disciplinary tracks. For example, in the Studies in Society division, students might opt for the "American Scene" track and choose two or three courses from the fields of political science, economics, history, sociology, and American Studies that focus on various aspects of the general topic. Following these courses, the student enrolls in a seminar specifically created for that track. In the seminar the student sees the importance of each discipline's methodologies and insights for an understanding of American society. In addition, the student knows concretely that knowledge is not hermetically sealed but that the insights of a given discipline depend on those of the others, that all learning is concrescent and symbiotic. Such understanding is the core experience of the Scholar Program.

Students select at least ten courses in this part of the curriculum and four Scholar Seminars, one seminar for each division.

SPECIALIZED STUDY

In addition to the above general requirements, Scholars complete a major and present a Senior Project. Normally the Senior Project is based on an independent or honors study done in the major field and is addressed to the entire Scholar audience. This project is the capstone of the Scholar's career.

LYCOMING EXPERIMENTAL AUDIT PROGRAM (L.E.A.P.)

As a special service to the community it serves, Lycoming offers any person within commuting distance of the College an opportunity to try higher education at a minimal cost through its Experimental Audit Program. Anyone may take one course per semester on an audit basis (no credit)—free. You can take advantage of this opportunity simply by paying the \$15.00 application fee each time you enroll. No tuition will be charged; you will be responsible for any special charges such as lab fees, material costs, transportation, etc., when special charges are normally made for the course.

At the registration for any session you may enroll in a particular course and be accepted for that course at the end of the registration period if the class has not been filled.

Currently enrolled students may also take advantage of the Experimental Audit Program, once without charge. The course will not be counted in any way toward graduation requirements, affect any charges due, nor have any bearing on your status as a full or part-time student.

REGULAR AUDIT

Any person may audit a course at Lycoming at one-half the tuition for one course. Any lab fees and other extra costs must be paid. Credit may not be given for an audited course. An experimental or regular audit course can not be converted to a credit course after the drop-add period for the semester the course is taken. No exams or papers are required of students auditing a course, but individual arrangements may be made to participate in these activities with the consent of the instructor.

SPECIAL STUDENT (Part-Time for Credit)

Any person may take up to two courses during any semester (one in May Term). A part-time special student pays the \$15.00 application fee for the first registration and pays the part-time rate in effect. Three or more courses a semester constitute a full-time schedule and the student must first be accepted by the Admissions Office as a regular student subject to full-time student fees and procedures.

SPECIALLY DESIGNED COURSES

Lycoming is eager to serve the special educational needs which arise in the community. Short courses, institutes, workshops, special semesters, and long-term training programs to fill the specific needs of any interested group can be designed on a credit or non-credit basis. They can be given on or off campus. For more information contact the Dean of the College.

LIFE LONG LEARNING

The program consists of short (3-7 weeks) non-credit courses offered throughout the year. Courses have included: How to Listen to a Symphony, Photography, Investment Fundamentals, Preparation of Federal Personal Income Tax Forms, Astronomy Today, The American Revolution, Inflation, Rapid Reading, Photography, Greek Folk Dancing and Culture.

MAY TERM

Each year a unique *May Term* is designed to offer a challenging array of special courses. Some of the four-week courses offer study and projects on campus; others involve domestic or foreign travel; others offer interdisciplinary credit. Most of the *May Term* courses are non-traditional in nature and are not offered during the regular academic year.

While the number of courses offered during the *May Term* may vary somewhat from year to year, the faculty generally offers approximately fifty courses. Illustrations of the types of courses offered during the *May Term* are as follows:

For students wishing to travel abroad, a cultural tour of the Soviet Union has been offered, with stops in Moscow, Leningrad, Novgorod, Kiev, and Budapest, as well as Denmark, Finland and West Germany. London in May has been a popular course, exploring the arts, attending plays and operas, and meeting with actors, directors, and teachers. From time to time, other cultural tours may be arranged, such as tours of Germany, Spain, France, or Ireland. Student demand often determines which cultural tours are offered, since instructors wish to assemble cultural tours based upon student interest.

A number of *May Term* courses, while not cultural tours, are conducted off-campus. The Department of Biology offers a popular course in Marine Biology and Biological Oceanography based at the Bermuda Biological Station for Research. Other areas or states visited in the past have included the Caribbean area, New Mexico, New York, Vermont, Maine, and Virginia.

Although student participation in the *May Term* is voluntary, response has been outstanding, with about 25 to 30 percent of the student body participating. Classes are generally small and very informal, so that students may develop close personal relationships among themselves and between themselves and the instructor.

One less obvious advantage of scheduling *May Term* courses lies in the savings in tuition charges. In order to attract students to the program tuition has been reduced about 40 percent. For the 1977 *May Term*, tuition was \$200 per unit course. Room charges were \$75 and board charges were \$85. Other expenses, such as travel, books and supplies, will vary from course to course.

STUDENT ENRICHMENT SEMESTER

To expand academic and life opportunities for its students and to increase their chances to participate in specialized programs and courses not

available at the home institution, Lycoming is a participant in the Student Enrichment Semester (SES) program. Other members are Bloomsburg, Bucknell, Lock Haven, Mansfield, Susquehanna, and Williamsport Area Community College.

In your upperclass years, beyond freshman, you will be able to enroll for credit as a full-time student, normally for one term, at any co-operating institution. Each SES college will stipulate which of its courses and programs will be open to SES students. Lycoming will approve the courses, programs, and credits according to its own policies and procedures.

As an SES student, you will remain fully enrolled in your degree program at Lycoming and will simultaneously enroll, on a full-time basis, at the host institution according to its definition of full-time enrollment. You will be subject to the rules and regulations of the host institution while there. It will extend all opportunities and benefits to you, as an SES student, that it provides for its own students, such as library, housing, meals, cultural activities, student organizations and activities, except where legal constraints provide otherwise. You will not be eligible for financial aid from any host institution.

SES students will pay tuition to Lycoming according to prevailing policies, including charges and deferred payment plans. Applicable non-tuition fees, such as room and board charges and student activities fees, will be paid to the host college.

A special opportunity within the SES program is the cross-registration arrangement with the Williamsport Area Community College whereby students may enroll for less than a full-time course load while remaining enrolled in courses at Lycoming.

INDEPENDENT STUDY

Each department granting a major provides opportunity to students to work independently. Upon consent of the department chairman and the instructor, you may register for courses in Independent Study. Normally, the opportunity for such study is provided for the better qualified major student who has successfully completed the courses making up the core of his major program. Except under unusual circumstances, registration for the Studies Course is limited to one unit course during each semester. If you wish to elect more than one unit during a semester or three or more unit courses in Studies in your total college program, approval of the Academic Standing Committee must be secured. If you are privileged to do Independent Study, you register for courses 80-89, Studies. An appropriate title is entered in your record.

SEMINAR STUDY

Individual departments may from time to time find it possible to organize small classes or seminars for exceptional students interested in subjects or topics not usually a part of departmental course offerings. Establishment of the seminar and admission of students depend upon the approval of the department involved.

DEPARTMENTAL HONORS

If you desire to enter an Honors program and secure departmental approval to apply, a faculty committee shall be convened whose initial responsibility shall be to pass upon your eligibility to enter the program. The committee responsibility shall also include the direction of the study, and final evaluation of its worth. Usually the Honors program involves independent study in two consecutive unit courses. Students who are privileged to elect Honors register for courses numbered 90-99.

Honors study is expected to result in the completion of a thesis to be defended in a final oral examination. Acceptable theses shall be deposited in the college library. Successful completion of the Honors program will cause the designation of honors in the department to be placed upon the permanent record. In the event that the study is not completed successfully, the student shall be re-registered in Independent Studies and given a final grade for the course.

THE WASHINGTON SEMESTER

Upon recommendation of the Department of Political Science, selected students are permitted to attend The American University in Washington, D.C., for one full semester. Participating students may choose from seven different Washington Semester Programs: (1) Washington Semester, (2) Washington Urban Semester, (3) Foreign Policy Semester, (4) International Development Semester, (5) Washington Economic Policy Semester, (6) Washington Science and Technology Semester, and (7) American Studies. Ordinarily, students must have junior standing to participate. Eligible students with an interest in any of the above programs should consult with the Chairman of Political Science for further information.

INTERNSHIP PROGRAM

An internship is a course jointly sponsored by the College and a public or private agency or a subdivision of the College itself, in which a student is enabled to earn college credit by participating in some active capacity as an assistant, aide, or apprentice. The objectives of the internship program are 1) to further the development, by students, of a central core of values, awarenesses, strategies, skills, and information through experiences outside the classroom or other campus situations, and 2) to facilitate the integration of theory and practice, by encouraging students to relate their on-campus academic experiences more directly to society in general and to possible career and other post-baccalaureate objectives in particular.

Any junior or senior student in good academic standing may petition the Committee on Individual Studies for approval to serve as an intern for one or two semesters. A maximum of sixteen credits can be earned. Guidelines for program development, assignment of tasks, and academic requirements such as exams, papers, reports, grades, etc., are established in consultation with a faculty director at Lycoming and an agency supervisor at the place of internship.

Students with diverse majors have participated in a wide variety of internships including the Allenwood Prison Camp, Community Health Center, County Commissioners Office, Department of Environmental Resources, Headstart, Historical Society, business and accounting firms, law offices, hospitals, social service agencies, banks and congressional offices.

UNITED NATIONS SEMESTER

Upon recommendation of the faculty of the department of history or political science, you may attend Drew University, Madison, New Jersey, for a period of one full semester. The United Nations Semester is intended to provide a first-hand acquaintance with the United Nations, New York City, as well as an academic experience equivalent to four normal unit courses. This program is open to selected students who have special interests in world history, international relations, law and politics. Ordinarily, only juniors are eligible.

LONDON SEMESTER

Students interested in spending one semester in London, England, may participate in either the London program operated by Drew University or the London program run by The American University. The emphasis in both programs is on European history, politics, and culture. Participation in either program is equivalent to four unit courses. Ordinarily, only juniors are eligible. For further details, consult the Department of History or Political Science.

OVERSEAS STUDIES OPPORTUNITIES

Under auspices of approved universities or agencies, you have an opportunity to study in a foreign university. While overseas study is particularly attractive to students majoring in foreign languages, this opportunity is open to all students. Mastery of the foreign language is not required in all programs. A file of opportunities for overseas study is available from the reference librarian.

It should be noted that Lycoming College cannot assume responsibility for the health, safety, or welfare of any student engaged in or en route to or from any off-campus studies or activities which are not under the exclusive jurisdiction of this institution.

LIBRARY

Located in the Academic Center, the Library is the center of the liberal arts community at Lycoming College, both intellectually and geographically. The library collection, numbering 125,000 volumes and 900 periodical subscriptions, is designed to support all academic programs of the college as well as independent study and other scholarly research. In addition, the Library supports an active inter-library loan program.

Facilities include the campus audio-visual center, group study rooms, photocopying equipment, the Historical Room containing memorabilia associated with the history of the College as well as housing the collection of the Central Pennsylvania Conference of The United Methodist Church, and a large study lounge. The latter also serves as the meeting place of the Wednesday Library Forum, a wide-ranging series of intellectual and artistic presentations designed to promote an exchange of ideas between students, faculty and outside guests in an informal setting.

The Library is a United States Government Depository, a member of the Susquehanna Library Cooperative and a member of the Ohio College Library Center (OCLC) which links it, via computer, to over 1300 other libraries throughout the country.



CAREER OPPORTUNITIES AND COOPERATIVE PROGRAMS

Students who attend a liberal arts institution find numerous career opportunities open to them upon graduation. Although students can seek career employment related to their academic major, the value of a liberal arts education is that students are not restricted to such employment. A liberal arts background gives you flexibility to pursue various career avenues, as illustrated by the careers entered by a few of our typical recent graduates. An English major secured employment as a housing counselor for the government; a psychology major, as a manager in a retailing business; a biology major, as a food and drug inspector; an accounting major, as a graduate student attending law school; a history major, as a branch manager in a banking firm, a political science major, as a county law enforcement agent; a business major, as a technical assistant in a television station; a theatre major, as a counselor for underprivileged children. In general, a liberal arts education provides a foundation for students to pursue the type of career which focuses upon their abilities, interests, and aspirations.

Today's employers are seeking college graduates with broad academic backgrounds. The primary characteristics desired by employers are intelligence, communication skills, leadership ability, community involvement, and career identification. Employers believe such individuals will be better able to handle the various problems they will encounter in today's complex world.

Lycoming College is committed to assist each student to develop a realistic career plan. The Career Development Center is the primary service designed to help students, beginning in their freshman year, to crystallize their future plans. Through career counseling, career workshops, career information, and similar vehicles, the Career Development Center strives to help each student.

Your course of study at Lycoming will help you to gain greater insight into many aspects of your world and simultaneously lay a strong foundation for a career. Innumerable types of positions are open to liberal arts graduates. At Lycoming you have the additional opportunity to explore, from an elementary to an advanced level, various fields that may lead to a vocation or direct you toward professional or graduate schools. A wide variety of vocations may be entered directly upon graduation. These include positions in business, industry, government, and the professions, including teaching. A student interested in any of these areas is referred to his advisor, to the appropriate department, or to a special assigned advisor. Admission to Lycoming College and registration in any of the cooperative programs listed below do not guarantee students admission to the cooperating institution, whether it is a hospital, college or university. The prerogative of admitting students to the cooperative aspect of the program rests with the cooperating institution.

ACCOUNTING

There are many reasons for continued rapid growth of the accounting profession in the foreseeable future. Lycoming offers a rigorous comprehensive program of undergraduate training in accounting leading to the

bachelor of arts. The most important aspect of an accountant's service to clients and to the public cannot be defined as knowledge, nor even as experience, but must be described by more elusive terms: wisdom, perception, imagination, circumspection, judgment, integrity. A liberal arts education followed by training on-the-job offers you the best background for a successful career in accountancy. The academic standards are such as to require you to be proficient in math; have an above-average ability to communicate ideas verbally and in written form; show a potential ability to express and to interpret abstraction; and demonstrate a personality capable of developing qualities of business and community leadership.

BUSINESS

Lycoming offers course work in the field of business administration particularly designed for training prospective business leaders. Business is a highly diversified occupation; therefore, the curriculum is not designed to be vocational or narrowly pre-professional. The purposes of the business administration curriculum are to train and equip your mind to recognize and solve complex problems facing business executives, to develop an appreciation for rigorous analysis, to practice the arts of verbal and written communication, and to expose the developing mind to as wide as possible range of course work represented by the traditional liberal arts curriculum, to the end that you become truly well educated. Considerable flexibility is permissible with the curriculum, and you are encouraged to pursue course work most rewarding to you.

COOPERATIVE PROGRAM IN MEDICAL TECHNOLOGY

The Medical Technology curriculum is organized around an academic background of basic science courses in addition to those liberal arts courses listed as requirements for the bachelor of arts degree. Preparation at Lycoming for a career in medical technology may be made in either of two ways: the attainment of the B.A. followed by a clinical internship at any accredited hospital, or by completion of the Lycoming Cooperative Program.

A student electing to follow the Cooperative Program in Medical Technology will normally spend three years at Lycoming. During this time the student must satisfy the general college distribution requirements, major and ASCP (American Society Clinical Pathologists) requirements and must successfully complete twenty-four unit courses. The ASCP currently requires four courses in chemistry (one of which must be either organic or biochemistry), four courses in biology (one of which must be microbiology) and a course in mathematics. Three-year students usually major in biology, where they are allowed to follow a modified major of six unit courses which exempts them from two biology core courses, Ecology (Biology 24) and Plant Sciences (Biology 25). Students must also take either Animal Physiology (Biology 23) or Cell Physiology (Biology 35). Also required as part of the Cooperative Program is the successful completion of a one-year internship at an ASCP accredited hospital. Lycoming College is currently affiliated with the following accredited institutions: Williamsport Hospital, Divine Providence Hospital, Robert Packer Hospital, Lancaster General Hospital, and Abington Hospital. Three-year students will be given Lycom-

ing credit for each of eight unit courses in biology and chemistry taken during the clinical internship. Lycoming does not consider the Registry examination a requirement for graduation.

A student graduating from Lycoming College before entering a one-year hospital internship must satisfy all college, major and ASCP requirements and is not eligible for any course exemptions mentioned above. Once graduated from Lycoming, the student may apply for admission to a clinical program at any hospital.

Those interested in a medical technology career should contact members of the Medical Technology Advisory Committee or the chairman of the Biology Department before finalizing course decisions.

CROSS ENROLLMENT PROGRAM IN MILITARY SCIENCE (R.O.T.C.)

This is an opportunity for Lycoming students to enroll on a non-credit, voluntary basis in the Bucknell University R.O.T.C. program. Enrollment is regarded as occurring between the student and the Bucknell R.O.T.C. unit directly. No tuition compensation is exchanged. Lycoming notes enrollment in and successful completion of the R.O.T.C. program, as appropriate, on student transcripts.

Military Science is a four-year course divided into a basic course given during the Freshman and Sophomore years and an advance course given during the Junior and Senior years. There is also a special program available to selected students who were unable to take the basic course which permits them to enroll in the advanced course after completing a basic summer camp between the Sophomore and Junior years. Students attending the basic summer camp are paid at a rate equivalent to one-half of the basic pay for a Second Lieutenant with under two years of service and they also receive subsistence, housing, uniforms and medical care at government expense. Transportation to and from summer camp is also furnished at government expense.

Students enrolled in the advanced course of Military Science receive a monthly subsistence pay of \$100 a month, not to exceed 10 months a year. To successfully complete the advanced course, students must attend an advanced summer camp between their Junior and Senior years. While at summer camp, they are also paid at a rate equivalent to one-half of the basic pay for a Second Lieutenant with under two years of service and they also receive the same benefits mentioned above at government expense.

Students successfully completing the advanced course of Military Science will qualify for a commission as a Second Lieutenant in the United States Army upon graduation and will incur a service obligation in the active Army or Army Reserves. Active duty requirements will vary with the type of commission accepted.

All books, uniforms, and other military equipment necessary for instruction in the Military Science Department are furnished without expense to the student other than the deposit referred to under "Entry Fee and Deposits."

PLANETARIUM EDUCATION

A unique feature of the major in astronomy at Lycoming is that it has been specifically designed to train students in planetarium operation. The sequence of courses in astronomy and physics provides the breadth of knowledge that a planetarium educator needs. In addition, students gain practical experience by serving as lecturers in the college's Detwiler Planetarium. Entering the field of planetarium education is a way for students who are interested in astronomy but who do not plan to go on to graduate school, to establish professional contact with the community of research astronomers.

Students in other majors (particularly those who are planning on careers in teaching) may wish to acquire some experience in planetarium operation. They can do so by taking the two courses, Principles of Astronomy (Astronomy and Physics 11) and Planetarium Techniques (Astronomy and Physics 30).

For more information, please contact the Department of Astronomy and Physics.

TEACHER EDUCATION

Lycoming prepares teachers for elementary and secondary schools. The programs are approved by the Pennsylvania Department of Education for the certification of elementary teachers and for secondary teachers in the following areas: biology, chemistry, communication, English, French, general science (with biology and astronomy-physics tracks), German, mathematics, physics, Russian, social studies, and Spanish. Pennsylvania certificates are recognized in many other states either through reciprocal agreements or by transcript evaluation.

The excellent facilities of the public schools in Williamsport and the surrounding areas are used by education students for observation, participation experiences, and practice teaching.

Lycoming feels that the best preparation for future teachers is based on the liberal arts. Therefore, all education students complete a liberal arts major in addition to the education requirements.

Normally, freshmen are not admitted to education courses. All applicants for admission to the Teacher Education Program should register with the Education Office no later than registration for the first semester of the sophomore year.

Application for the Professional Semester must be made before October 1st of the junior year. The Education Department will admit to the Professional Semester those applicants who have a minimum cumulative grade point average of 2.00; are in good academic standing; have satisfactorily completed the participation requirement(s); have paid the student teaching fee; have had an interview with a member of the Education Department; and are recommended by their major department and the Education Department. Since departments have different criteria for their recommendation, students should consult with the chairman of their major department about

those requirements as soon as they begin to consider studying for certification.

COOPERATIVE PROGRAM IN DRAMA

The American Academy of Dramatic Arts and Lycoming recognize appropriate courses given by the other institution. Normally, in the case of the transfer student who is a graduate of the American Academy of Dramatic Arts and recommended by them and who has completed two years successful study at an accredited college or university, the residency requirement is two summers with The Arena Theatre and two consecutive semesters in an academic year. Summer session course work may be required. Each case is subject to review. The affiliation with the Academy permits a graduating Lycoming senior to be eligible for advanced standing at the Academy upon recommendation of the Lycoming College theatre department chairman and acceptance by the Academy. For information contact the theatre department chairman.

COOPERATIVE PROGRAM IN ENGINEERING

In cooperation with Bucknell University and The Pennsylvania State University, Lycoming College, through its Department of Astronomy and Physics, offers a five-year program in engineering in which the first three years are spent at Lycoming and the final two at the engineering school. This combines the many advantages of a liberal arts education at a small college with the technical training of an engineering school.

If the first year of work at the engineering school is satisfactory, Lycoming will award the bachelor of arts degree. Upon completion of the full five-year program, the engineering school will award a bachelor of science in engineering. The following engineering specialties may be studied: chemical, civil, electrical, and mechanical engineering at Bucknell University, and aeronautical, civil, electrical, industrial, mechanical, and sanitary engineering at The Pennsylvania State University.

At Lycoming, a student completes the college distribution requirements and takes courses in physics, mathematics and chemistry. To be certain of taking all the necessary courses during the three years at Lycoming, it is imperative that any student interested in this program consult with a faculty member of the Department of Astronomy and Physics as early as possible—preferably during the summer orientation session and certainly not later than the first week of the student's first semester at Lycoming.

COOPERATIVE PROGRAMS IN FORESTRY OR ENVIRONMENTAL STUDIES

Professional and scientific programs of study in forestry or environmental studies are offered in cooperation with the School of Forestry and Environmental Studies, Duke University. You will spend three years in residence at Lycoming and an additional five semesters at Duke. Upon satisfactory completion of two semesters at Duke you will have earned the A.B. degree from Lycoming, and upon completing the remainder of the

program will be awarded the M.F., M.S., or M.E.M. degree from Duke, depending upon the nature of the program.

You should indicate to the Admissions Office that you wish to enroll in the Forestry/Environmental Studies program. At the end of the first term of the third year, Lycoming recommends qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to Duke University before then.

Major fields of forestry at Duke are:

FOREST RESOURCE ADMINISTRATION

Forest Resource Management
Forest Protection
Forest Resource Economics and Policy
Biometry & Statistics
Systems Analysis

FOREST SCIENCE

Forest Ecology
Forest Pathology
Tree Physiology
Tree Biochemistry
Dendrology & Wood
Anatomy
Forest Hydrology
Forest Meteorology
Forest Soils

If you are interested in *Forest Resource Administration* you are advised to elect a concentration in biology, business management, mathematics, economics, computer science, statistics, or sociology. If you plan a career in *Forest Science*, you should strengthen your backgrounds in biology, chemistry, mathematics, and physics. Typical programs in fields offered at Duke are available upon request from the Dean of the School of Forestry and Environmental Studies, Duke University, Durham, North Carolina 27706.

Students interested in these programs must register with the Cooperative Forestry Program Coordinator, Biology Department.

PREPARATION FOR GRADUATE STUDY

Many careers today require advanced study beyond the bachelor of arts degree. In general, preparation for graduate work in one of the academic disciplines should include a broad base of liberal studies, a strong undergraduate major, and adequate supporting work in closely related fields. You can design an individual major to meet the needs of some of the newer graduate level interdisciplinary programs. Often graduate departments ask that a prospective student's competence be measured by the national Graduate Record Examinations. Also, they sometimes require a reading knowledge of one or two foreign languages. You should consult departmental advisors early in your college years with respect to planning for entrance to graduate school.

PREPARATION FOR HEALTH PROFESSIONS

The curriculum for the pre-Health Professions (allopathic medicine, dental medicine, optometric medicine, osteopathic medicine, podiatric medicine, and veterinary medicine) is organized around a solid foundation in biology, chemistry, English, mathematics, and physics. A wide range of subject matter from the humanities, social sciences, and fine arts should be included in the program. At least three years of undergraduate study is

recommended before entry into the professional school; the normal procedure is to complete the bachelor of arts degree.

You should indicate to the Admissions Office, when completing the application to Lycoming College, that you wish to enroll in the pre-Health Professions (various fields of medicine) program. The Health Professions Advisory Committee (HPAC) will advise you concerning preparation for and application to a health professional school. (See also Cooperative Program in Podiatry.)

PREPARATION FOR LEGAL PROFESSIONS

Lycoming offers a strong academic preparation for students interested in law as a profession. Admission to law school is not predicated upon a particular major or area of study; rather, a student is encouraged to design a course of study (traditional or interdisciplinary major) which is of personal interest and significance to the student. Yet, while no specific major is recommended, there are certain skills which are of particular relevance to the pre-law student and these should be developed during the undergraduate years: clear writing, analytical thinking and language comprehension.

Students who are pursuing law as a career should register with the Legal Professions Advisory Committee (LPAC) upon entering Lycoming and should join the Pre-Law Club on campus. LPAC assists the pre-law student through advisement, compilation of recommendations and dissemination of information and materials about law and the legal profession. Among its activities, LPAC sponsors Pre-LSAT Workshops to help prepare students for the Law Boards and an annual Pre-Law Night which brings to campus admission deans, law students and practicing lawyers. The Pre-Law Club is an organization for students with a common interest in the law. In the past, the Club has sponsored films, speakers and field trips, including several to the United States Supreme Court.

COOPERATIVE PROGRAM IN PODIATRY

Through the Accelerated Podiatric Medical Education Curriculum Program (APMEC), pre-health professions students interested in a career in podiatry may qualify for admission to the Pennsylvania College of Podiatric Medicine (PCPM) after only three years at Lycoming College. (This is one of two routes that students may choose. Any student, of course, may follow the regular application procedures for admission to PCPM or another College of Podiatric Medicine to matriculate following completion of his or her baccalaureate program.) During the three years at Lycoming College, the student will complete 24 unit courses, including all distribution requirements, and will prepare for his or her professional training by obtaining a solid foundation in biology, chemistry, physics, and mathematics. During the first year of study at PCPM, the student will take the equivalent of 48 semester hours of basic science courses in addition to an introduction to podiatry. Successful completion of the first year of professional training will contribute toward the fulfillment of the course requirements for the B.A. degree at Lycoming College.

Most students in the cooperative program will major in biology; if so, they will be allowed to complete a modified major which will exempt them from two biology courses: Ecology (Biology 24) and Plant Sciences (Biology 25). (This modified major requires the successful completion of the initial year at PCPM.)

Students interested in a career in podiatry should indicate their intentions to the Health Professions Advisory Committee.

PREPARATION FOR THEOLOGICAL PROFESSIONS

As a church-related school, Lycoming well understands the academic, personal, and social needs of students who want to prepare themselves for the ministry, religious education, advanced training in religion, or related vocations. In particular, the Theological Professions Advisory Committee (TPAC) acts as a "center" for bringing together interested students, faculty, and clergy for discussions, advisement, and activities; also, it may help coordinate internships for those who desire practical experience in the parish ministry or related areas. Upon entering Lycoming, students should register with TPAC if they plan to investigate the religious vocations.

Generally speaking, students preparing to attend a theological seminary should examine the suggestions set down by the Association of Theological Schools (available from TPAC). Recommended is a broad program in the liberal arts, which incidentally is largely met by Lycoming's distribution requirements; a major in one of the humanities (English, languages, literature, philosophy, religion), history, or one of the social sciences (American Studies, criminal justice, economics, international studies, political science, psychology, sociology-anthropology); and a variety of electives. The choice of electives will depend on the requirements of the theological school. Students preparing for a career in religious education should major in Religion and elect five or six courses in psychology, education and sociology. Such a program of study will qualify students to work as an Educational Assistant, or after graduate study in a theological seminary, as a Director of Religious Education. TPAC will be happy to assist students as they plan their programs.

STUDENT SERVICES

The Office of Student Services is concerned with various aspects of your development. On the staff of the Dean of Student Services are three associates, each of whom lives on campus and is available for counseling and advising students with individual problems. In addition, each staff member is responsible for specific assignments such as: Religious Activities, Health Service, Organizational Life, Student Activities, the Student Union, Housing, Special Programs, Career Counseling and Placement.

PERSONAL COUNSELING

The Dean of Student Services and his staff provide advisement and counseling for students with emotional and adjustment problems. Each member of the staff is qualified to give assistance of a non-therapeutic type. A psychiatrist serves as a consultant to the staff and is available for evaluation of students who may be in need of professional services. Continuing therapy is available only through referral to public agencies and private clinicians in the community. When a student uses the services of a private clinician, he is responsible for the payment of his own fees.

HEALTH SERVICE

The College maintains an out-patient service, located in Rich Hall, which is staffed with a registered nurse five days a week from 9:00 a.m. to 5:00 p.m. When the Health Service is closed, emergency care is available at the Emergency Rooms of both local hospitals. The College pays the emergency room charge and the emergency room physician's fee for illness only. The student is responsible for other charges.

The College physician is available from 11:00 a.m. to 12:00 noon Monday through Friday at the Health Service and on call at other hours through the nurses. Normal medical treatment by the Health Service staff at the College Health Service is free of charge. However, special medications, x-rays, surgery, care of major accidents, immunizations, examinations for glasses, physician's visits other than in the Health Service, referrals for treatment by specialists, and special nursing service, etc., are not included in the free health service. The student must pay for a visit to the doctor's private office.

Health services are provided only during the regular academic year.

STUDY SKILLS PROGRAM

A series of professionally directed study-skills sessions are scheduled as the need arises. Groups of six to ten students are enrolled for a series of three one-hour sessions. These include sessions on scheduling of time, test-taking, note-taking, and a method of study.

READING IMPROVEMENT COURSE

A course designed to improve reading skills is offered at various times during the academic year. Skilled instructors teach how to improve reading speed and comprehension in short courses which span a three-week period. If you are deficient in reading skills, you may sign up for this course on a voluntary basis. The charge is \$15.00. Information is sent to students during the summer.

CAREER DEVELOPMENT CENTER

The Career Development Center provides a variety of services to help each student in preparing for a meaningful career.

At Lycoming, we believe that many students need, and can be assisted in developing, realistic long-range educational and career goals. Beginning in the student's freshman year, the Career Development Center attempts to help the individual resolve questions that are important but often puzzling and perplexing. "What are my interests, abilities and needs? What major should I select? What are the career trends and employment outlooks? What can I do to better prepare for employment in my chosen field?" All freshmen are strongly encouraged to avail themselves of individual counseling with a career counselor. Career planning seminars in value clarification, skill assessment, and decision making are supportive of the freshman program.

In today's labor market, it is imperative that students have the opportunity to explore a variety of career avenues. Lycoming's program encourages such investigation through a comprehensive and up-to-date career library, video-cassette presentations, newsletters, and a speaker's program which brings people from various career specialties to the campus weekly to talk with students. First-hand exploration of different occupations and professions is afforded by the SHARE (Students Having A Real Experience) and internship programs. Participating students observe and work with professional and other specialists on a daily basis for a period of time, giving students a real insight into the problems and solutions that characterize a particular field.

During the student's senior year, the Career Development Center plays an active role in assisting seniors to secure employment or admission to graduate or professional school. Thirty-four placement services are provided to assist seniors in implementing their career plans. The nucleus of the placement service is the individual attention each senior receives from our career counselor, thus insuring the student the opportunity to develop a sound strategy for job hunting.

With greater insight into your academic and career goals, the Career Development Center is committed to broaden the career opportunities open to you after graduation.

RESIDENCE AND RESIDENCE HALLS

If you are a single student and do not reside at home you are required to live in the college residence halls and eat your meals in the college dining room. Requests for exceptions to live with relatives or requests for non-resident status by persons who are 23 years of age or older before the first day of the term to which they have been admitted must be submitted in writing to the Associate Dean of Student Services-Housing.

If you do not have permission to live off-campus, you must sign a room agreement form, agreeing to observe the rules and regulations for resident students. An agreement form will be sent to you following confirmation of your acceptance. Upperclassmen receive the agreements and rules and regulations each Spring.

Because of the inability of the College to predict enrollment by sex, it is necessary to keep assignments of halls as flexible as possible. No hall or unit is specifically assigned to women or men on other than a year to year basis.

Resident students are responsible for the condition of their room and its furnishings. The College reserves the right to enter and inspect any of its property, or the property of a room resident for reasons of damage, health, safety, or to determine whether violation of its rules or the law are taking place or have occurred. Charges will be assessed for damages to rooms, doors, furniture, and commonly used areas.

Resident students are expected to vacate their rooms during the vacation periods when the halls are closed and not later than twenty-four hours following their last examination, except for graduating seniors.

Regulations regarding quiet hours for study may be established by the Office of Student Services or appropriate residence hall councils and are published in the *Residence Halls Handbook* and on the bulletin boards in the halls.

Room visitation by members of the opposite sex is permitted in the halls only under conditions which are established by the College in cooperation with the various residence hall governing groups which share responsibility for regulations and are organized each fall before visitation privileges begin.

STANDARDS OF CONDUCT

The College expects all of its students to accept the responsibility required of adults in a free democratic society. The rules and regulations of the College are designed to protect the rights of every member of the community against encroachment by individuals. The limitations which are imposed upon the activities of individuals are established for the common good of the entire college community.

Students who are unable to demonstrate that they can accept this responsibility or are antagonistic to the spirit and general purpose of the College, or fail to abide by the regulations established by the College may be dismissed or requested to leave the College at any time. Further, at the end of any term or semester the College may deny a student the privilege of attending any subsequent term or semester when the administration deems this to be in the best interest of the College. In addition to the regulations published here, specific rules are furnished each student in the *Guidepost* and the *Residence Halls Handbook*.

The consumption or possession of alcoholic beverages on campus or at any official college function is prohibited. Detailed information regarding the laws of the Commonwealth of Pennsylvania is published in the *Guidepost*.

Lycoming does not condone the illegal use of drugs by its students. A statement of the policy on drugs is published in the *Guidepost*.

Cheating, lying, and stealing are totally inconsistent with Lycoming standards. Although the acceptance and observance of the standards of behavior expected by the College are individual responsibilities, they are a

group responsibility as well. It is incumbent on all Lycoming students that they attempt to influence their peers to conduct themselves honorably for the collective good.

It is assumed that a willingness to accept these restrictions is implicit in the acceptance of membership in the Lycoming College community. When you are admitted to Lycoming you will receive a copy of the *Guidepost* and a copy of the *Residence Halls Handbook* if you will live in a College residence.

Both documents are important statements of official College policy, rules, and regulations which are part of the contractual agreement which you enter into when you register as a student at Lycoming.

RELIGIOUS LIFE

Lycoming College provides you with opportunities to mature in your faith through voluntary participation in the religious life of the campus and the community.

A United Campus Ministry is provided by the College in an effort to meet the specific needs of students through a worship program, service opportunities, pastoral counseling, local church relationships, and other activities. The ministry's purpose is to encourage all students to sustain their own particular religious commitment through its varied activities.

Regular Protestant and Catholic worship services are held on Sundays in the College Chapel, and several ecumenical worship opportunities are planned for special seasons of the Church year, including Christmas, Easter, Passover, etc. Students are also encouraged to attend worship services in the church of their choice in the local community, if they prefer.

Chaplains to Methodist and Roman Catholic students are available to provide pastoral counseling and other opportunities to students. Additional Chaplains will be appointed as arrangements to expand the Chaplaincy Program to other faiths and denominations are completed.

The Chaplains' office is located in the northwest corner of the ground floor of Rich Hall.

ORIENTATION

The orientation program at Lycoming is designed to help the student entering college for the first time to start this new adventure under the most favorable circumstances. An entirely new concept of courses, class scheduling, and methods of instruction must be assimilated. Adjustments to this new experience are important.

In order to prepare you for the beginning of this experience, Lycoming schedules four orientation sessions lasting two and one half days each during the summer. Each new student is required to attend one of these sessions accompanied by at least one parent.

The summer program makes it possible to schedule ample time for academic advisement, placement testing, and registration. The college is able to work more satisfactorily with you in planning programs of study tailored to your vocational and academic interests. You complete all preliminaries, including registration, during the summer orientation period. Textbooks are available for purchase and perusal prior to the opening of classes in the fall.

Information about the dates of orientation sessions and a pre-registration form will be mailed to you when you have confirmed your admission to Lycoming College.

In addition to the required orientation program, an extended five-day *voluntary* orientation experience is provided during the summer. These five-day sessions are an abbreviated adaptation of the Outward Bound program.

Groups of ten students, each under the leadership of two qualified instructors, learn to appreciate and extend their ability to accomplish personal and group objectives and increase their own sense of self-esteem. The sessions take place in the wild country of North Central Pennsylvania, within a radius of 50 miles of Williamsport. Information regarding Explo will be mailed to you along with the regular Orientation material.



STUDENT ACTIVITIES

A full program of cultural, professional, athletic, and social activities is an integral part of college life at Lycoming.

The College considers one of its responsibilities to be the encouragement of as many different activities as are necessary to provide all students with the opportunity to participate constructively in this area of student life. You can find outlets for your talents, interests, and abilities among the numerous departmental clubs; athletics, both intercollegiate and intramural; varied interest groups such as fraternities, clubs, choir, band; social organizations; social activities; publications; honorary societies; self-governing groups; an extensive program in outdoor recreation; and many informal associations which are important in a well-integrated program of student activities.

STUDENT ASSOCIATION OF LYCOMING COLLEGE

The Student Association of Lycoming College is the channel through which students communicate with other students, administrators, and faculty. SALC is the organization which the college recognizes as the representative voice of all students. The SALC can be a forum where student concerns, needs, desires, and grievances can be discussed and effectively communicated to the administration and faculty.

The primary concern of SALC is the promotion of student involvement in college concerns. As one responsibility, its president appoints students to appropriate student/faculty and administrative committees and councils. They have the same voting privileges as faculty and administrators. Any interested student is eligible for appointment to these committees which play an important role in the functioning of the College.

STUDENT UNION

The Student Union Board is an advisory and functional group of students who work with an associate dean of students who helps develop the activity and social program. Students are selected for membership on the Board by indicating their interest in the program.

The Board's services to the campus include poster making and publicity, a travel service, social programs, dances, lectures, concerts, picnics, films, tournaments, recreational activities, bridge, life-saving courses, coffee-house, and intercollegiate events.



CAMPUS CLUBS AND ORGANIZATIONS

A variety of organizations on the campus provide opportunities for social and intellectual growth. These groups are organized and conducted by students in cooperation with faculty sponsors or advisors.

Some of the groups are: the Student P.S.E.A.—N.E.A., which gives prospective teachers current information on the teaching field and an insight into the problems of education; the Sociology-Anthropology Club and the Criminal Justice Society for students in these areas of study; the Pre-Law Society for students interested in entering the legal profession; the Pre-Health Professions Club which includes those who are planning to become doctors, dentists, veterinarians, and medical technologists; WAA, the women's athletic association; and the Congress of Black Students, among others.

COLLEGE PUBLICATIONS AND COMMUNICATIONS

The *Spectator*, official student newspaper, is published bi-monthly and is devoted to interests of the student body, reporting current campus events.

The *Lycoming Review*, published annually, provides students with an opportunity to publish their literary and artistic creations.

The *Arrow*, college yearbook, is published annually and presents a record of student life during the previous academic year.

The *Pathfinder*, published annually by the Dean of the College, presents a composite of academic options, procedures, regulations, and policies pertaining to the academic program.

The *Guidepost*, published annually by the Office of Student Services, is a handbook of policies, regulations, and other information.

The *Residence Halls Handbook* is published annually by the Office of Student Services and provides information about residence hall facilities, activities, governance, rules, and regulations.

NOTE: The *Guidepost* and the *Residence Halls Handbook* are important statements of official College policy and regulations which you will receive before you are required to confirm your acceptance of the College's offer of admission.

The *Academic Bulletin* is published weekly by the Office of the Dean of the College as the official news organ of the College. It includes a schedule of events for the ensuing week, announcements of academic meetings, minutes of faculty meetings and committees, and general information of interest to the college community.

The *Lycoming*, published ten times each year, informs alumni, parents and friends about Lycoming.

The *Campus Radio Station*, WRLC, broadcasts on FM to an area of approximately 10 square miles. It is operated daily from 12 noon to 12 midnight.

FINE ARTS ACTIVITIES

The *Arena Theatre* stages many productions throughout the year. You have an opportunity to enjoy serious drama, comedies, readings, recitals, and even marionette productions, or you can participate—from acting through all the behind-the-scene activities.

Musical organizations at Lycoming offer to vocalists and instrumentalists alike a fine opportunity to learn by doing. The choir and the band tour annually in addition to performing on the campus. There are several choral groups and instrumental ensembles offering every able student the chance to participate.

The Art Department offers many fine exhibitions of professional and student works throughout the school year. A number of guest lecturers, speaking on many different art topics, appear on campus. Field trips take place to major exhibitions in metropolitan areas.

FRATERNITIES

Six Greek fraternities provide male students with the advantages of national fraternities. Activities of Kappa Delta Rho, Sigma Pi, Lambda Chi Alpha, Theta Chi, Alpha Sigma Phi, and Tau Kappa Epsilon are coordinated by the Interfraternity Council.

INTERCOLLEGIATE SPORTS

The college offers an attractive program of intercollegiate athletics and encourages wide participation by both men and women. It is a member of the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Northern Division of the Middle Atlantic Conference. Lycoming annually meets some of the top-ranking small college teams in the East in athletic competition. Contests are scheduled in football, soccer, basketball, wrestling, swimming, tennis, golf, and track. A rapidly expanding intercollegiate program includes competition with women's teams of other colleges in field hockey, swimming, tennis, and basketball.

INTRAMURAL ATHLETICS

An extensive and diversified program of intramural athletic competition affords an opportunity to participate in one or more sports of your choice.

Sports include touch football, basketball, volleyball, softball, wrestling for men. The Women's Athletic Association operates an intramural program in softball, basketball, and volleyball.

OUTDOOR RECREATION

In the midst of some of the best wilderness areas of Pennsylvania, students have opportunities to participate in an extensive outdoor recreation program provided through the Office of Student Services. In addition to the Explo Program for freshmen, backpacking, camping, cross-country and down-hill skiing, canoeing, kayaking, caving, cycling, and rock-climbing experiences are provided. In addition, instruction is offered in canoeing, kayaking, cross-country skiing, rock-climbing, the use of equipment devices, and outdoor recreation sewing classes for students interested in making their own outdoor equipment and clothing.

An extensive equipment rental program makes available almost all equipment necessary for these activities, except for sleeping bags and down-hill skis.

STUDENT PRIZES AND AWARDS

Academic Honor Societies

Psi Chi	— Psychology
Omicron Delta Epsilon	— Economics
Phi Alpha Theta	— History
Sigma Pi Sigma	— Physics
Blue Key	— Freshman Men
Gold Key	— Freshman Women

The Faculty Prize: awarded to the day student whose academic rank is in the upper half of the class and who, in the opinion of the Faculty, has been outstanding in the promotion of school spirit through participation in school activities.

The Bishop William Perry Evéland Prize: awarded to the senior resident student who shall make the most satisfactory progress in scholarship and give promise of future usefulness and who by loyalty, school spirit, and participation in school activities is considered by the President and the Faculty to most fully represent the standards and ideals of Lycoming College.

Class of 1907 Prize: awarded to a senior who shall attain high scholarship and who, in the opinion of the President and the Faculty, has been outstanding in the promotion of college spirit through participation in athletics and other non-curricular college activities.

The Chieftain Award: awarded to that senior who, in the opinion of the students and faculty, has contributed the most to Lycoming College through support of school activities; who has exhibited outstanding constructive leadership qualities; who has evidenced a good moral code; and whose academic rank is in the upper half of the class.

The Tomahawk Award: awarded to the male student who has performed creditably in both the academic and athletic areas and has contributed of himself to the College.

Pocahantas Award: awarded to the senior woman who has contributed the most to the intramural and intercollegiate athletic programs for women.

Iruska Hat Society: a junior honorary for significant contribution to campus life through participation in one or more student activities.

In addition to those listed above, there are other awards and prizes for extra-curricular and academic achievement announced at the annual Honor's Convocation and at Commencement.



ADMISSIONS

ADMISSION POLICY

Lycoming College welcomes applications from prospective students regardless of age, sex, race, religious preference, financial resources, color, national or ethnic origin. We believe that a diversity in background is indeed one of the strengths of our student body and is consistent with the broader implications of a liberal arts education.

This policy is in compliance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state and local statutes, ordinances and regulations.

Selective admission is based on academic achievement reflected in high school records, class rank, and ACT or SAT scores. In addition, subjects studied, counselor and teacher recommendations, and other available information that might identify qualified candidates are considered.

ADMISSION STANDARDS

1. You should graduate from an approved secondary school or fulfill the requirements for early admission.
2. Although a set pattern of high school subjects is not required, a strong program of academic subjects is recommended as the most desirable preparation for college. You should have a minimum of fifteen academic units with substantial work in the areas of English and mathematics, and additional work in foreign language, social studies, and science.
3. The College Board Scholastic Aptitude Test or American College Test is required. Your scores are considered with other academic information.

SELECTION PROCESS

You should file your application between October 1st and May 1st. However, your application may be considered after May 1st, if space is available.

Candidates for admission are considered on an individual basis and in a personal way. Although emphasis is placed on test scores, class rank and other statistical information, much time is devoted to reading your application. Transcripts are also evaluated and phone calls and letters are sometimes exchanged in an effort to determine your special talents and qualities.

The College notifies applicants of acceptance on a rolling schedule. Your notification letter will be sent soon after your credentials have been received. In some instances, it may be necessary to request your senior mid-year grades and senior ACT or SAT score reports. Your decision to attend Lycoming must be made on or before the Candidate's Reply Date of May 1st. The College should be notified by payment of a \$100.00 deposit. After May 1st, this deposit is non-refundable to students who fail to matriculate. For enrolling students, this is not an extra charge, but it is used to reserve a space at the College and will be applied towards the tuition charges for the first semester.

APPLICATION PROCEDURE

1. To apply for admission, you request the application forms from the Director of Admissions.
2. These items must be submitted before you are considered for admission:
 - A. Completed application form and fee of \$ 15, which is a processing fee and non-refundable.
 - B. Official secondary school transcript, sent by the high school guidance office.
 - C. Results from the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
3. You and your family are invited to campus for a student-conducted tour. At that time you will meet with an Admissions Office representative, who will provide additional information and answer any specific questions you may have.

MEDICAL HISTORY AND PHYSICAL EXAMINATION

Each student entering the college is required to submit a medical history record and a physical examination form prior to arriving on the campus. A parent or guardian of each student under twenty-one years of age must sign the health record which authorizes the college health authorities to give emergency medical treatment according to good medical practice. In the event an operation or other treatment is required for a serious accident or illness, the College Physician will always secure prior parental consent if the circumstances permit.



COURSE CREDIT BY EXAMINATION

Advanced Placement

If you are entering as a freshman, have studied an advanced course while in secondary school, and have taken the appropriate advanced placement examination of the College Entrance Examination Board, you are encouraged to apply for credit and advanced placement. A grade of three or above is generally considered to be satisfactory.

College Level Examination Program — (CLEP)

You may earn college credit for superior achievement on the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board. By achieving at the 75th percentile or above on the General Examinations and the 65th percentile or above on the Subject Examinations, you may earn up to fifty percent of the course requirements for a bachelor of arts degree. These examinations are administered the third week of each month at regional testing locations around the nation. Further information may be obtained from the Office of Admissions. While these examinations may be taken after enrollment at the College, entering freshmen are encouraged to take the examinations of their choice during the second semester of their senior year in high school. If you do so, the College will have the test scores prior to your registration. This will assure appropriate course credit prior to your selection of freshman courses.

ADVANCED STANDING BY TRANSFER

Lycoming College recognizes college level course work you have completed at other institutions. You must submit official copies of transcripts from all institutions you have attended. Your academic standing will be based on an evaluation of all courses taken. All courses passed, which are comparable to the curriculum at Lycoming, will be accepted for transfer. However, the final eight courses must be taken at Lycoming College. You must be in good academic standing with a minimum grade point average of 2.0 (C) to be considered for admission.

EARLY ADMISSION

A number of high schools have accelerated and enriched their programs to the degree that the advanced students may be intellectually and emotionally ready for the collegiate experience by the close of the junior year in high school. Lycoming College is willing to consider these students for admission to the freshman class each year.



EARLY ADMISSION PROCEDURE

1. Your high school counselor recommends you for early admission.
2. Your parents approve the advancement as preferable to the senior year at the high school.
3. After consultation among you, your parents, your school administrators, and College personnel, you complete the regular application procedure.
4. You are admitted with full freshman standing. At the successful completion of your freshman year, your high school receives a grade report from the College. The high school then usually awards its standard diploma.

ADMISSION AS A SPECIAL STUDENT

Persons who wish to take one or more courses and are not regularly enrolled at Lycoming may apply for admission to any term as a special student. Application forms are available from the Admissions Office.

PROVISIONS FOR VETERANS

Lycoming is fully approved for the educational program for veterans under Federal Public Laws 550, 634, and 894.

ADMISSIONS OFFICE

The Admissions Office is located on the first floor of Long Hall. For an appointment please write or call the Admissions Office. The telephone number is Williamsport (717) 326-1951, Ext. 221.

Office hours are:

- Weekdays — September through April9:00 a.m. to 4:30 p.m.
 — May through August9:00 a.m. to 4:00 p.m.
- Saturdays — September through May 9:00 a.m. to noon
 — June through AugustNo Saturday Hours.

FINANCIAL INFORMATION

EXPENSES

Lycoming recognizes the problem of constantly increasing educational costs and offers a substantial program of financial aid to assist those needing help to attend an excellent private coeducational college. During 1976-77, forty-seven percent of Lycoming students received aid through the College, while sixty percent received aid through some source.

If you are academically qualified you should not hesitate to apply to Lycoming College solely because of financial need. At Lycoming, we make every effort to assure that qualified students are not barred due to their limited resources.

The expenses listed below have been kept as low as possible through regular voluntary contributions from alumni and friends plus income from invested endowment funds. This gift income has permitted Lycoming to develop a well-qualified academic community and to improve its excellent facilities.

GENERAL EXPENSES FOR THE ACADEMIC YEAR 1977-1978

The Comprehensive Fee at Lycoming is \$1,350.00 per semester, plus special charges which are listed on the following pages. A residence hall room costs \$300.00 per semester. Board is \$350.00 per semester. If, for justifiable reason, it is impossible for a student to eat in the College Dining Room, permission may be granted to make other meal arrangements. Should you request the use of a double room as a single room, and one is available, an additional charge of \$75.00 per semester is made.

The comprehensive fee covers the regular load of three or four courses each semester. If there should be a considerable increase in the price of commodities and/or services during any semester, the College reserves the right to make appropriate increases in the charges for the following semester. Additional detailed information will be furnished by the Treasurer's Office upon request.

ENTRY FEES AND DEPOSITS

Application Fee. All students applying for admission are to submit an application fee of \$15.00 with the application. This charge is to defray the cost of processing the application and is non-refundable.

After you are notified that you have been accepted for admission to the College, you are required to make two deposits. These deposits are evidence of your intention to matriculate.

Admissions Deposit. The admissions deposit of \$100.00 is applicable to the general charges of your first semester in attendance. It is not an extra fee. This deposit is not refundable if you fail to matriculate at Lycoming.

Contingency Deposit. All full-time students are required to make an additional contingency deposit of \$50.00 to guarantee payment for damages

to school property, library fines, parking fines, loss of school property and other fines imposed by the College. After all debts to the College have been paid, the balance of the deposit is refunded to graduating seniors and those leaving the College permanently. This deposit is not refunded if you fail to matriculate at Lycoming.

EXPENSES IN DETAIL PER SEMESTER — 1977-1978

The College reserves the right to adjust fees at any time.

One-Time Fees and Deposits

Resident Students		Non-Resident Students	
\$ 15.00	.....	Application Fee	..... \$ 15.00
100.00	.....	Admission Deposit	..... \$ 100.00
50.00	.....	Contingency Deposit	..... \$ 50.00

Fees Per Semester (1977-78)

\$ 1,350.00	.....	Comprehensive Fee	..... \$ 1,350.000
300.00	.....	Room	
350.00	.....	Board	
<hr/>			<hr/>
\$ 2,000.00			\$ 1,350.00

Fees for Part-Time Students

Application Fee	..... \$ 15.00
Each Unit Course	..... \$ 340.00

Additional Charges

Applied Music Fee (Half-Hour per week per Semester)	..... \$ 75.00
Cap and Gown (Rental at prevailing cost)	
Fifth Unit Course	..... \$ 340.00
Laboratory Fee per Unit Course	..... \$ 5.00 to \$ 30.00
Late Registration or Late Payment Fee	..... \$ 25.00
Parking Permit	..... \$ 10.00
Parking Permit with reserved space	..... \$ 40.00
Practice Teaching Fee (Payable in Junior year)	..... \$ 100.00
R.O.T.C. Basic Course Deposit	..... \$ 30.00
R.O.T.C. Advanced Course Deposit	..... \$ 30.00
Transcript Fee (No charge to full-time students)	..... \$ 3.00

BOOKS AND SUPPLIES

A book and supply store is conveniently located in Wertz Student Center. The estimated cost ranges from \$ 75.00 to \$ 150.00 per year depending on the course of study you pursue.

PAYMENT OF FEES

The basic fees for each semester are due and payable ten days before the beginning of that semester.

PARTIAL PAYMENTS

For the convenience of those who find it impossible to follow the schedule of payments as listed, arrangements may be made with the College Treasurer for the monthly payment of college fees through various educational plans. Additional information concerning partial payments may be obtained from the Treasurer or Director of Admissions.

WITHDRAWALS AND REFUNDS

The date on which the Dean of the College approves the student's withdrawal form is considered the official date of withdrawal. In the case of minors, the approval of the parent or guardian is required before the withdrawal is approved and before any refund is made.

Room charges are fixed on a semester basis. If you leave college prior to the end of a semester you will not be entitled to any refund of room charges.

Refund of tuition and board will be made to students who withdraw voluntarily from the College while in good standing and is fixed on the following basis: Students leaving during the first four-week period are charged thirty percent; during the second four weeks, sixty percent; during the third four weeks, ninety percent; after twelve weeks, full charge.

Dropping a unit course from the original schedule after the first week of either semester will not justify any claim for refund of tuition charges. No refund will be made to those students who are asked to withdraw from the College. Special charges cannot be refunded for any reason whatever.

PENALTY FOR NON-PAYMENT OF FEES

You will not be registered for courses in a new semester if your account for previous attendance has not been settled. No grades will be issued, no diploma, transcript of credits, or certification of withdrawal in good standing will be granted to any student until a satisfactory settlement of all obligations has been made.

DAMAGE CHARGES

Wherever possible, damage to dormitory property will be charged to the person or persons directly responsible. Damage and breakage occurring in a room will be the responsibility of students occupying the room. Halls and bathroom damage will be the responsibility of all students of the section where damage occurs. Actual costs of repairs will be charged.

FINANCIAL AID

In planning the financing of your college education, you should consider both the expenses involved and the various methods of meeting them. At Lycoming, if you need financial aid, a generous program of assistance can help to lower your out-of-pocket cost significantly.

Since you will be the primary beneficiary of your higher education, we feel you should assume part of the responsibility for paying your college expenses. You can do this by saving, working, and borrowing. We expect you to make every effort to obtain financial support from such outside sources as state and local grants, company scholarships for employee's children, and other funds you may be eligible to receive.

A student's parents are often an important source of financial help. Some families of modest means can give only moral support, but most can give substantial financial help. We are eager to help you and your parents to meet your educational expenses at Lycoming but expect each family to pay as much as it can reasonably afford and at least as much as other families in similar financial circumstances.

The establishment of need is the controlling factor in determining the amount of financial aid. A scholarship may be awarded on the basis of financial need and academic ability, while a grant is given on the basis of financial need alone. Long term, low cost educational loans are available to most students who need them from Federal and State sources. If your academic standing is satisfactory, a portion of your college expenses can be earned by part-time work.

Financial need is determined by deducting what you and your parents can reasonably contribute toward your education from the actual cost of attending Lycoming College. You are eligible to be considered for financial aid up to the part of the costs which it is impossible for you to provide. Your family's total financial situation is judged. Not only gross income and net assets are considered, but also the number of dependent children, unusual medical expenses, marital status of parents, brothers or sisters attending college, and other pertinent data.

To apply for financial assistance, obtain the "Financial Aid Form" from your high school guidance counselor or the Financial Aid Office at Lycoming. Submit the completed "Financial Aid Form" to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540, at the earliest convenient date.

SCHOLARSHIPS

A number of scholarships are awarded to freshman applicants who are in the top fifth of their high school class and have a combined score over 1100 in the College Entrance Board Tests. The scholarships range from \$300 to full tuition depending upon the student's financial need. These scholarships are renewed each year if the student maintains a 3.0 cumulative average and financial need continues. There are a number of Freshman Recognition

Scholarships of \$ 700.00 each awarded to applicants who have superior academic qualifications but do not demonstrate any financial need. These scholarships are renewed each year if the student maintains a 3.25 cumulative grade point average.

GRANTS-IN-AID

For worthy students who can not qualify for scholarships, Lycoming has an extensive program of grants-in-aid up to full tuition. Awards are based on demonstrated need and the prospect of the student contributing positively to the college community. Renewal requires continued financial need, maintenance of satisfactory academic and citizenship standards, and participation in college activities.

MINISTERIAL GRANTS-IN-AID

Each applicant for a ministerial grant-in-aid should complete the College Scholarship Service form. If there is demonstrated need for more financial assistance than a ministerial grant-in-aid will provide, additional types of aid will be considered. The ministerial grant-in-aid will be part of a total award to meet a demonstrated need—it will not be given in addition to awards which will meet established needs.

Children of ministers of the Central Pennsylvania Annual Conference of The United Methodist Church receive grants equal to one-third of the charges for tuition.

Children of ministers of other Annual Conferences of The United Methodist Church and of other denominations receive grants equal to one-fourth of the charges for tuition.

Students preparing for the Christian ministry receive grants equal to one-fourth of the charges for tuition. They must satisfactorily complete the application for pre-ministerial discount, file an application for financial aid, and demonstrate financial need.

FEDERAL BASIC EDUCATIONAL OPPORTUNITY GRANTS (BEOG)

The Educational Amendments of 1976 established this new program of basic grants awarded on the basis of financial need up to \$1,800.00 per year for full time students. Separate application to the Federal government is required. Application forms are available from high school guidance offices and from the Financial Aid Office. All students should apply for the BEOG program.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)

This is a Federal program to provide additional assistance to those students with heavy financial need. Awards are made of \$200.00 to \$1,500.00 and are based entirely on financial need. Renewal is available if the applicant has no reduction in financial need in succeeding years.

FEDERAL NATIONAL DIRECT STUDENT LOANS (NDSL)

Federal loan funds are available under the National Defense Education Act of 1958. Loans up to \$1,500.00 per year are granted on the basis of academic promise and demonstrated need. Repayment does not begin until after graduation or withdrawal. Loans are normally renewed yearly if the applicant files a renewal application by May 1st.

FEDERAL COLLEGE WORK-STUDY GRANTS (CWSP)

An opportunity is provided for students to earn some part of their college expenses and gain some practical experience from working on campus or in selected off-campus programs. The Federal income guidelines must be met to be eligible for work-study awards. There are opportunities for campus employment for those students who can not meet the Federal guidelines but who desire employment; these students should file an application with the Career Development Center.



OTHER SOURCES OF FINANCIAL ASSISTANCE

OTHER GRANTS

All applicants for financial aid are strongly urged to investigate programs sponsored by their home state and to apply before the deadline. Pennsylvania applicants should apply for state aid before the deadline (normally April 30th) during their senior year in high school. See your guidance counselor or write: P.H.E.A.A., Towne House, Harrisburg, Pa. 17102.

STATE GUARANTEED LOANS

Pennsylvania, New Jersey, New York, and most other states provide state guaranteed loans through local banks. This program provides long-term loans for educational expenses with repayments over an extended, liberal payment schedule. See your own bank early for information.

COMMUNITY SCHOLARSHIPS

In many communities there are local groups and foundations which provide funds to help worthy students. High school awards are often available. Your guidance counselor and principal are the best sources of information.

EDUCATION FINANCING PLANS

In addition to direct financial aid described above, the Business Office or the Financial Aid Office will provide information, upon request, about plans enabling parents to pay college expenses on a monthly basis through selected companies.

RESERVE OFFICERS TRAINING CORPS (ROTC) SCHOLARSHIPS

Students participating in the Army ROTC program are eligible for three, two, and one year ROTC scholarships to finance tuition, books, lab fees, etc., with the exception of room and board. Scholarship students also receive \$100.00 per month during the academic year.

RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAM

Students participating in the Army ROTC program receive \$100.00 per academic month of their junior and senior years. They also receive half a second lieutenant's pay plus travel expenses for a six-week advanced summer camp between their junior and senior years.

Additional information concerning financial aid can be obtained by writing to the Financial Aid Office, Lycoming College, Williamsport, Pa. 17701.

THE CURRICULUM

Numbers 1-9 Elementary courses in departments where such courses are not counted as part of the student's major.

- Numbers 10-19 Freshman level Courses
- Numbers 20-29 Sophomore level Courses
- Numbers 30-39 Junior level Courses
- Numbers 40-49 Senior level Courses
- Numbers 50-59 Non-catalog Courses (offered on a limited basis)
- Numbers 60-69 Applied Music
- Numbers 70-79 Internships
- Numbers 80-89 Independent Study
- Numbers 90-99 Independent Study for Departmental Honors

Courses not in sequence are listed separately, as:

Introduction to Art	Art 10
Drawing I	Art 11

Courses which imply a sequence are indicated with a dash between, meaning that the first semester must be taken prior to the second, as:

Intermediate French	French 10-11
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All students *without regard to sex* have the right of access to all courses.

ACCOUNTING

Professor: Richmond (Chairman)
Assistant Professor: Mahon (Acting Chairman, Spring, 1978)

The purpose of the accounting major is to assist the student prepare for a personally satisfying, socially useful, and successful career within the accounting profession, whether public, private or governmental, through a rigorous curriculum stressing pre-professional education.

To achieve this, all majors are required to take Accounting 10, 20-21, 30, 40 and 41. The remaining two courses of the major requirement are to be selected from Accounting 25, 31, 42, 43, 44, 46 or Internship after consultation with and approval of the department in accordance with the student's professional interests and objectives. *Business 10 may be substituted for Accounting 20 if a student changes majors.*

Students seeking entry into the public accounting field are advised to investigate the professional requirements for certification in the state in which they intend to practice so that they may meet all educational requirements prior to graduation. All majors are advised to enroll in Economics 10 and 11, Business 35, 36, and 38, Mathematics 13 and 15, and one of the following: Business 33, Economics 20 or 37.

10 ELEMENTARY ACCOUNTING THEORY

An introductory course in recording, classifying, summarizing, and interpreting the basic business transaction. Problems of classification and interpretation of accounts and preparation of financial statements are studied. *Prerequisite: Sophomore standing or consent of instructor.*

20-21 INTERMEDIATE ACCOUNTING THEORY

An intensive study of accounting statements and analytical procedures with emphasis upon corporate accounts. Price level adjustments, partnerships, joint ventures, installments and consignment sales, branch and home office accounting, and the statement of affairs are among topics studied. *Prerequisite: Accounting 10.*

25 FINANCIAL STATEMENT ANALYSIS

Deals with the analysis of financial statements as an aid to decision making. The theme of the course is understanding the financial data which are analyzed as well as the methods by which they are analyzed and interpreted. This course should prove of value to all who need a thorough understanding of the uses to which financial statements are put as well as to those who must know how to use them intelligently and effectively. This includes accountants, security analysts, lending officers, credit analysts, managers and all others who make decisions on the basis of financial data. *Prerequisite: Accounting 10 or Business 10. May Term.*

30-31 COST AND BUDGETARY ACCOUNTING THEORY

Methods of accounting for material, labor, and factory overhead expenses consumed in manufacturing using job order, process and standard costing. Application of cost accounting and budgeting theory to decision making in the areas of make or buy, expansion of production and sales, and accounting for control are dealt with. *Prerequisite: Accounting 20 or consent of instructor.*

40 AUDITING THEORY AND PRACTICE

The science of verifying, analyzing, and interpreting accounts and reports. An audit project is presented, solved and the auditor's report is written. *Prerequisite: Accounting 21, and Mathematics 13 and 15.*

41 FEDERAL INCOME TAX ACCOUNTING AND PLANNING

Analysis of the provisions of the Internal Revenue Code relating to income, deductions, inventories, and accounting methods. Practical problems involving determination of income and deductions, capital gains and losses, computation and payment of taxes through withholding at the source and through declaration are considered. Planning transactions so that a minimum amount of tax will result is emphasized. *Prerequisite: Accounting 10 or consent of instructor.*

42 FEDERAL INCOME TAX ADMINISTRATION AND PLANNING

An analysis of the provisions of the Internal Revenue Code relating to partnerships, estates, trusts, and corporations. An extensive series of problems is considered and effective tax planning is emphasized. *Prerequisite: Accounting 41.*

43 CONTEMPORARY ACCOUNTING PROBLEMS

Certain areas of advanced accounting theory, including fund accounting, are covered, and problems are taken from past C.P.A. examinations which require a thorough knowledge of the core courses in their solution. The course is intended to meet the needs of those interested in public accounting and preparation for the Certified Public Accountants Examination. *Prerequisite: Accounting 30 or consent of instructor.*

44 CONTROLLERSHIP

Control process in the organization. General systems theory, financial control systems, centralization-decentralization, performance measurement and evaluation, forecasts and budgets and marketing, production and finance models for control purposes. *Prerequisite: Accounting 31 or consent of instructor. Alternate years.*

46 SEMINAR ON APB OPINIONS AND FASB STANDARDS

A seminar course for accounting majors with library assignments to gain a workable understanding of the highly technical opinions of the Accounting Principles Board and standards of the Financial Accounting Standards Board. One term paper. Possible trip to New York City to attend a public hearing of the Financial Accounting Standards Board. *Prerequisite: Accounting 10. May Term.*

70-79 INTERNSHIP (See Index)

Interns in accounting typically work off-campus under the supervision of a public or private accountant.

80-89 INDEPENDENT STUDY (See Index)

Typical examples of recent studies in accounting are: computer program to generate financial statements, educational core for public accountants, inventory control and church taxation.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

ACCOUNTING—MATHEMATICS

Assistant Professor: Mahon (Coordinator)

The Accounting-Mathematics Interdisciplinary Major is designed to offer, within a liberal arts framework, courses which will aid you in constructing

mathematical models for business decision making. You will obtain a substantial background in mathematics and a working knowledge in accounting.

Majors will be only four courses short of a math major and three courses short of an accounting major. Required accounting courses are: Elementary, Intermediate, Cost and Budgetary Accounting Theory. In Mathematics they are: Calculus with Analytic Geometry I, II, Multivariate Calculus with Matrix Algebra, and Linear Algebra; plus two courses from Differential Equations, Introduction to Numerical Analysis, and Mathematic Statistics I and II. Business courses required are Legal Principles I and II. Recommended courses include: Computer Science, Introduction to Statistics, Financial Management, Quantitative Business Analysis, Insurance, Principles of Economics, Industrial Psychology, Social Psychology, and Introduction to Sociology.

AMERICAN STUDIES

Associate Professor: Piper (Coordinator)

The American Studies major offers a comprehensive program in American civilization which introduces you to the complexities underlying the development of America and its contemporary life. The thirteen major courses you will complete include:

FOUR CORE COURSES — The primary integrating units of the major, these team-taught courses will teach you how to think of ideas from different points of view and how to correlate information and methods from various disciplines:

America As a Civilization (First semester of major study)
 American Studies — Research and Methodology (Second semester)
 American Tradition in the Arts and Literature (Third semester)
 Internship or Independent Study (Junior and/or senior year)

CONCENTRATION AREAS — Six courses in one option and three in the other are needed. Your six primary Concentration Option courses in American Arts or American Society build around the insights you gain in the Core Courses. They focus particular attention on areas most germane to your academic and vocational interests. The three additional courses from the other option give further breadth to your understanding of America. You also will be encouraged to take elective courses relating to other cultures.

American Arts Concentration Option

American Art	—Art 24
American Art of the 20th Century	—Art 32
19th Century American Literature	—English 16
20th Century American Literature	—English 17
American Music	—Music 51
American Theatre	—Theatre 51

American Society Concentration Option

U.S. Social and Intellectual History to 1877	—History 42
U.S. Social and Intellectual History since 1877	—History 43

The American Constitutional System	—Political Science 30
The American Political Tradition	—Political Science 47
American Economic Development	—Economics 51
Racial and Cultural Minorities	—Sociology 34

You should design your American Studies major in consultation with the program co-ordinator or a member of the American Studies committee.

10 AMERICA AS A CIVILIZATION

An analysis of the historical, socio-cultural, economic, and political perspectives on American civilization with special attention to the interrelationships between these various orientations.

11 AMERICAN STUDIES — RESEARCH AND METHODOLOGY

The study and application of various research methods, including new trends in historical study, quantitative analysis, cross-cultural studies, and on-site inspection.

12 AMERICAN TRADITION IN THE ARTS AND LITERATURE

The relationships of the arts and literature to the various historical periods of American life.

70-79 or 80-89 INTERNSHIP OR INDEPENDENT STUDY (See Index)

An opportunity to relate the learning in the Core Courses and the Concentration Areas to an actual supervised off-campus learning situation or independent study project.

90-99 INDEPENDENT STUDY FOR HONORS (See Index)

ART

Associate Professor: Shipley (Chairman)
Assistant Professor: Bogle, Hughes
Part-Time Instructor: Fetter, Miller, Wild

A major consists of a balanced program of history of art and studio courses. In addition to the core courses of the major program (Art 11, 15, or 18, 20, 21, 22, 23, 30, and 46), the student will elect two advanced courses in art history. Art 25 and 35, or Art 28 and 38 may be substituted for Art 20 and 30. Majors will be required to present their better work in a one-person show during their senior year.

10 INTRODUCTION TO ART

Course includes basic studio work in two and three dimensions as well as lecture and slide presentations. The goal of the course is to equip the student with the skills and background necessary to approach art in an open and receptive manner.

11 DRAWING I

Study of the human figure with gesture and proportion stressed. Student is made familiar with different drawing techniques and media. Some drawing from nature. Offered in alternate semesters with Drawing II and III.

14 DESIGN FOR ELEMENTARY TEACHERS

A course designed to give each student the opportunity to explore, in his own creative style, ideas, techniques and methods for involving children in expressive activities through the use of a wide range of media in the making of prints, puppets, pictorial and design projects, simple modeling, mosaics, plaster casting, weaving and stitchery projects, simple jewelry and gift crafts, lettering projects, mobiles, stabiles, and other three-dimensional designs created from scrap materials.

15 TWO-DIMENSIONAL DESIGN

The basic fundamentals found in the two-dimensional arts; line, shape, form, space, color, and composition are taught in relationship to the other two-dimensional arts. Perceptual theories and their relationships to what and why we see what we see in art are discussed with each problem.

18 FIGURE MODELING

Understanding the figure will be approached through learning the basic structures and proportions of the figure. The course is conceived as a three-dimensional drawing class. At least one figure per student will be cast.

19 CERAMICS I

Emphasis placed on pottery design as it relates to function of vessels and the design parameters imposed by the characteristics of clay. The techniques of ceramics are taught to encourage expression rather than to dispense merely a technical body of information.

20 PAINTING I

An introduction of painting techniques and materials. Coordination of color, value, and design within the painting is taught. Some painting from the figure. No limitations as to painting media, subject matter or style. *Prerequisite: Art 15.*

21 DRAWING II

Continued study of the human figure. Emphasis is placed on realism and figure-ground coordination with the use of value and design. *Prerequisite: Art 11.*

22 HISTORY OF ART I

A survey of Western architecture, sculpture, and painting. Emphasis is on the interrelation of form and content and on the relatedness of the visual arts to their cultural environment: Near East, Egypt, Greece, Rome, and Medieval Europe.

23 HISTORY OF ART II

A survey of Western architecture, sculpture, and painting. Emphasis is on the interrelation of form and content and on the relatedness of the visual arts to their cultural environment: Renaissance to Modern.

24 AMERICAN ART

The development of the arts in America from Colonial times to the Armory Show with emphasis on the 18th and 19th centuries: Copley, Greenough, Bulfinch, Homer, Eakins, Richardson, and Sloan.

25 SCULPTURE I

An introduction to the techniques, materials, and ideas of sculpture. Clay, plaster, wax, wood, and other materials will be used. The course will be concerned with ideas about sculpture as expression, and with giving material form to ideas.

27 INTRODUCTION TO PHOTOGRAPHY

Objectives of the course are to develop technical skills in the use of photographic equipment (cameras, films, darkroom, print maker) and to develop sensitivity in the areas of composition, form, light, picture quality, etc. Each student must own or have access to a 35mm roll film camera.

28 PRINTMAKING I

Practice of the techniques of silk-screen, wood-block, and linoleum-block printing. *Prerequisite: Art 11 or 15.*

29 CERAMICS II

Continuation of Ceramics I. Emphasis on use of the wheel and technical aspects such as glaze making and kiln firing. *Prerequisite: Art 19.*

30 PAINTING II

Emphasis is placed on individual style and technique. Artists and movements in art are studied. No limitations as to painting media, subject matter, or style. *Prerequisite: Art 20.*

31 MODERN ART

Major artists and important stylistic developments in Europe from 1880 to the present, including Fauvism, Expressionism, Cubism, Dada, and Surrealism as well as developments in the United States after 1945 such as Abstract Expressionism and the painting of the sixties.

32 AMERICAN ART OF THE 20TH CENTURY

Painting, sculpture, and architecture in the United States from 1900 to the present with emphasis on developments of the fifties and sixties; an inquiry into the meaning and historical roots of contemporary art.

33 19TH CENTURY ART

Emphasis on painting, sculpture and architecture of Western Europe from 1760 to 1900, including the work of late 18th century artists David and Goya and 19th century developments from Romanticism to Post-Impressionism.

34 ART OF THE ITALIAN RENAISSANCE

Painting, sculpture, and architecture in Italy from the late 13th century to the early 16th century, including the work of Giotto, Ghiberti, Brunelleschi, Donatello, Masaccio, Piero della Francesca, Alberti, Leonardo da Vinci, Raphael, and Michelangelo.

35 SCULPTURE II

A continuation of Art 25 or Art 16, with emphasis on independent projects and more complex technique. Casting of bronze and aluminum sculpture will be done in the school foundry. *Prerequisite: Art 16 or 25.*

37 PHOTOGRAPHY II

To extend the skills developed in Photography I by continued growth in technical expertise, presentation, conceptual ability, and aesthetic sensibility. Emphasis is placed upon term essay in area of student's interest and presented in booklet format. *Prerequisite: Art 27.*

38 PRINTMAKING II

Further exploration of silk-screen printing techniques, practice of the techniques of engraving, drypoint, etching, and aquatint.

40 PAINTING III

Professional quality is stressed. There is some experimentation with new painting techniques and styles.

41 DRAWING III

Continued study of the human figure, individual style and professional control of drawing techniques and media are now emphasized.

46 STUDIO RESEARCH

Independent research in an elective studio area, conducted under the supervision of the appropriate faculty member, includes creation of work which may be incorporated in a one-person senior exhibition. Student works in private studio assigned by the department.

70-79 INTERNSHIP (See Index)

Commercial Design, Interior Design, and photography programs in local businesses and Museum work at the Historical Museum.

80-89 INDEPENDENT STUDY (See Index)

Recent studies in anatomy, Aspects of the Art Nouveau, Lithography, Photography, Pottery, Problems in Illustration, and watercolor.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

ASTRONOMY AND PHYSICS

Professor: Fineman

Associate Professor: W. Smith

Assistant Professor: Erickson (Chairman)

The department offers two majors. The major in astronomy is specifically designed to train students in the field of planetarium education. The major in physics prepares students for graduate work in physics or astronomy, for the cooperative program in engineering, or for state certification as secondary school teachers of physics.

A number of courses in this department are offered on two levels which differ in the degree of mathematical rigor and sophistication needed. All such courses have dual catalog numbers, with the letters B (basic) and A (advanced) appearing after the course names to indicate the level. Both the B and A level of a course meet together for the same three hours of lecture each week, while the A level meets for one additional hour each week of more advanced mathematical development of the material. This system is designated as the "3 + 1" method. No student may earn credit for both levels of a course.

The major in astronomy requires Astronomy and Physics 11, 12, 15, 16, 30, 34, 35, and 36; Mathematics 18 and 19 (Calculus I and II); and one year of chemistry. One or more of the following are recommended: Astronomy and Physics 3, 4, 5, 31, and 32; and Art 27 (Photography I). All junior and senior majors must attend and participate in the weekly departmental colloquia.

The major in physics requires Astronomy and Physics 11, 12, 25, 26, 28, 29, 44, and at least one additional course numbered between 41 and 48; Mathematics 18 and 19 (Calculus I and II); and one year of chemistry. In addition, Mathematics 20 and 21 (Multivariate Calculus and Differential Equations) are required for graduate school preparation and for the cooperative program in engineering. It is also recommended that students planning on graduate study in physics or astronomy take one year of a

foreign language and Mathematics 13 and 15 (Introduction to Statistics and Computer Science). With departmental consent, advanced courses may be substituted for Astronomy and Physics 11 and 12. All junior and senior majors must attend and participate in the weekly departmental colloquia.

3 OBSERVATIONAL ASTRONOMY

A methods course providing the opportunity to make a variety of astronomical observations, both visually and photographically, with and without telescopes. The planetarium is used to familiarize the student with the sky at various times during the year and from different locations on earth.

4 FIELD GEOLOGY

A methods course introducing the field techniques needed to study the geology of an area. *May term.*

5 HISTORY OF ASTRONOMY

A comprehensive view of the evolution of astronomical thought from ancient Greece to the present, emphasizing the impact that astronomical discoveries and the conquest of space have had on Western culture. *Four hours of lecture per week.*

11 PRINCIPLES OF ASTRONOMY

A summary of current concepts of the universe, from the solar system to distant galaxies. Describes the techniques and instruments used in astronomical research. Presents not only what is reasonably well known about the universe, but also considers some of the major unsolved problems. *Three hours of lecture, one hour of discussion and planetarium demonstration, and two hours of laboratory per week. Fall Semester.*

12 ENVIRONMENTAL AND EARTH SCIENCE

A study of the physical processes that continually affect the planet Earth, shaping our environment. Describes how past events and life-forms can be reconstructed from preserved evidence to reveal the history of our planet from its origin to the present. Emphasizes the ways in which geology, meteorology, and oceanography interrelate with man and the environment. *Three hours of lecture, one hour of discussion and demonstration, and two hours of laboratory per week. Spring semester.*

15 CONCEPTS OF PHYSICS B

25 CONCEPTS OF PHYSICS A

Rather than presenting an encyclopedic view of classical physics, this course emphasizes the development of concepts and principles to be applied in all further courses. The fundamental quantities and laws of

mechanics, electricity and magnetism, and thermodynamics will be presented and illustrated with numerous problems. *Lectures presented by the "3 + 1" method; also one hour of recitation and three hours of laboratory per week.* Credit may not be earned for both Astronomy and Physics 15 and 25. Prerequisite for 15: Mathematics 17 (Precalculus). Corequisite for 25: Mathematics 18 (Calculus I). *Fall Semester.*

16 WAVES AND PARTICLES B

26 WAVES AND PARTICLES A

Description of waves, the wave equation, electromagnetic waves. Reflection, refraction, interference, and diffraction. The constituents of matter and radiation, the interaction of matter and radiation, wave-particle duality. The Bohr atom, atomic structure, and atomic spectra. Nuclear structure, radioactive decay, and nuclear reactions. *Lectures presented by the "3 + 1" method; also one hour of recitation and three hours of laboratory per week.* Credit may not be earned for both Astronomy and Physics 16 and 26. Prerequisite for Astronomy and Physics 16: 15 or 25 (Concepts of Physics B or A). Prerequisite for Astronomy and Physics 26: 25 (Concepts of Physics A). Corequisite for Astronomy and Physics 26: Mathematics 19 (Calculus II). *Spring Semester.*

28 MECHANICS

Kinematics and dynamics of single particles and systems of particles. Rigid bodies. Introduction to the mechanics of continuous media. Moving reference frames. Lagrangian mechanics. *Four hours of lecture and three hours of laboratory per week.* Prerequisites: Astronomy and Physics 25 (Concepts of Physics A) and Mathematics 19 (Calculus II).

29 ELECTRICITY AND MAGNETISM

The electromagnetic field, electrical potential, magnetic field, and electric and magnetic properties of matter. Electric circuits. Maxwell's equations. Laboratory includes electronics as well as classical electricity and magnetism. *Four hours of lecture and three hours of laboratory per week.* Prerequisite: Astronomy and Physics 26 (Waves and Particles A).

30 PLANETARIUM TECHNIQUES

A methods course covering major aspects of planetarium programming, operation, and maintenance. Students are required to prepare and present a planetarium show. Upon successfully completing the course, students are eligible to become planetarium assistants. *Two hours of lecture and demonstration and four hours of practical training per week.* Prerequisite: Astronomy and Physics 11 (Principles of Astronomy) or consent of the instructor.

31 OPTICS AND ELECTRONICS B

41 OPTICS AND ELECTRONICS A

A course oriented toward the design and use of optical and electronics instruments. *Lectures presented by the "3 + 1" method; also three hours of laboratory per week.* Credit may not be earned for both Astronomy and Physics 31 and 41. Prerequisites for Astronomy and Physics 31: 11 (Principles of Astronomy) and either Astronomy and Physics 16 or 26 (Waves and Particles B or A). Prerequisites for Astronomy and Physics 41: 11 (Principles of Astronomy) and 26 (Waves and Particles A). *Alternate years.*

32 ATMOSPHERIC PHYSICS B

42 ATMOSPHERIC PHYSICS A

A survey course on the physics of the upper atmosphere. *Lectures presented by the "3 + 1" method.* Credit may not be earned for both 32 and 42. Prerequisites for 32: 12 (Environmental and Earth Science) and Astronomy and Physics 16 or 26 (Waves and Particles B or A). Prerequisites for Astronomy and Physics 42: 12 (Environmental and Earth Science) and Astronomy and Physics 26 (Waves and Particles A). *Alternate years.*

34 RELATIVITY AND COSMOLOGY B

44 RELATIVITY AND COSMOLOGY A

A detailed presentation of the special theory of relativity, and a short view of the general theory and its classical proofs. Man's concepts of the universe, with particular attention to alternative modern cosmological models. Discussion of the Cosmological Principle, its rationale, and its implications. *Lectures will be presented by the "3 + 1" method.* Credit may not be earned for both Astronomy and Physics 34 and 44. Prerequisites for Astronomy and Physics 34: 11 (Principles of Astronomy) and either Astronomy and Physics 15 or 25 (Concepts of Physics B or A), Mathematics 18 (Calculus I). Prerequisites for Astronomy and Physics 44: 11 (Principles of Astronomy) and 25 (Concepts of Physics A).

35 STELLAR EVOLUTION AND NUCLEOSYNTHESIS B

45 STELLAR EVOLUTION AND NUCLEOSYNTHESIS A

The physical principles governing the internal structure and external appearance of stars. Mechanisms of energy generation and transport within stars. The evolution of stars from initial formation to final stages. The creation of chemical elements by nucleosynthesis. *Lectures presented by the "3 + 1" method.* Credit may not be earned for both Astronomy and Physics 35 and 45. Prerequisites for Astronomy and Physics 35: 11 (Principles of Astronomy) and either Astronomy and Physics 16 or 26 (Waves and Particles B or A). Corequisite for Astronomy and Physics 35: Mathematics 19 (Calculus II) or consent of the instructor. Prerequisites for Astronomy and Physics 45: 11 (Principles of Astronomy) and 26 (Waves and Particles A). *Alternate years.*

36 STELLAR DYNAMICS AND GALACTIC STRUCTURE B

46 STELLAR DYNAMICS AND GALACTIC STRUCTURE A

The motion of objects in gravitational fields. Introduction to the n-body problem. The relation between stellar motions and the galactic potential. The large scale structure of galaxies in general and of the Milky Way Galaxy in particular. *Lectures presented by the "3 + 1" method.* Credit may not be earned for both Astronomy and Physics 36 and 46. Prerequisites for 36: 11 (Principles of Astronomy) and either 15 or 25 (Concepts of Physics B or A). Corequisite for Astronomy and Physics 36: Mathematics 19 (Calculus II) or consent of instructor. Prerequisites for Astronomy and Physics 46: 11 (Principles of Astronomy) and 25 (Concepts of Physics A). Corequisite for Astronomy and Physics 46: 28 (Mechanics) or consent of instructor. *Alternate years.*

48 INTRODUCTION TO QUANTUM MECHANICS

Basic concepts and formulation of quantum theory. The free particle, the simple harmonic oscillator, the hydrogen atom, and central force problems will be discussed. Both time independent and time dependent perturbation theory will be covered. *Four hours of lecture and recitation.* Prerequisite: either Astronomy and Physics 26 (Waves and Particles A) or Chemistry 31 (Physical Chemistry II), and Mathematics 21 (Differential Equations).

49 ASTRONOMY AND PHYSICS COLLOQUIA

Active scientists in astronomy, physics, and related areas are invited to present lectures on their own research or other professional activities. In addition, seniors majoring in astronomy or physics present the results of a literature survey or individual research project. *One hour per week.* Majors in this department must attend three semesters without credit during junior and senior years (register for non-credit 00, Colloquia). Credit may be earned during the senior semester in which the student's presentation is given.

70-79 INTERNSHIP (See Index)

Interns in physics work off-campus under the supervision of professional physicists employed by local industries or hospitals.

80-89 INDEPENDENT STUDY (See Index)

Independent studies may be undertaken in most areas of astronomy and/or physics.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

BIOLOGY

Associate Professor: Angstadt (Chairman), Sherbine

Assistant Professor: Diehl, Gabriel, King, Zaccaria

A major consists of eight Biology courses including 10-11, 21, 22, 23, 24, and 25. In addition, one year of chemistry and mathematics is required. Certain specific exceptions to the core program will be made for three-year students enrolled in cooperative programs. Such exceptions are noted under the particular cooperative program heading in the Career Opportunities section of the catalog and students interested in these programs should contact the Program Director before finalizing their individual programs. Credit may not be earned for both Biology 1 and 10 or for both Biology 2 and 11. Consent of instructor may replace Biology 10-11 as a prerequisite for all Biology courses.

1-2 PRINCIPLES OF BIOLOGY

An investigation of biological principles, including ecological systems, form and function in selected representative organisms (especially man), cell theory, molecular biology, reproduction, inheritance, adaptation, and evolution. The course is designed primarily for students not planning to major in the biological sciences.

3 FIELD BIOLOGY FOR TEACHERS

A methods course for students preparing to teach biology. Sources and methods of collecting and preserving various plant and animal materials. *Offered summer only.*

5-6 HUMAN ANATOMY — PHYSIOLOGY

An introduction to the physics and chemistry relative to biological systems. Human anatomy, physiology, and developmental biology will be surveyed. An introduction to microbiology with emphasis given to host-pathogen relationships and the immune response.

10-11 INTRODUCTION TO BIOLOGY

An introduction to the study of biology designed for students planning to major in the biological sciences. Major topics considered include the origin of life, cellular respiration and photosynthesis, genetics, development, anatomy and physiology, ecology, behavior and evolution.

21 MICROBIOLOGY

A study of microorganisms. Emphasis is given to the identification and physiology of microorganisms as well as to their role in disease, their economic importance and industrial applications. *Prerequisite: Biology 10-11.*

22 GENETICS

A general consideration of the principles governing inheritance including treatment of classical, molecular, cytological, physiological, microbial, human and population genetics. *Prerequisite: Biology 10-11.*

23 ANIMAL PHYSIOLOGY

The mechanisms and functions of animal systems including the autonomic, endocrine, digestive, cardio-vascular, respiratory, renal, nervous, and reproductive systems. Mammalian physiology is stressed. *Prerequisite: Biology 10-11.*

24 ECOLOGY

The study of the principles of ecology with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Included will be field studies of local habitats as well as laboratory experimentation. *Prerequisite: Biology 10-11.*

25 PLANT SCIENCES

A survey of the structure, development, function, classification and use of plants, with emphasis on flowering plants. The study will comprise four general topic areas: Form, including morphology and anatomy of plants in growth and reproduction; Function, concentrating on nutrition and metabolism peculiar to photosynthetic organisms; classification systems and plant identification; and human uses of plants. *Prerequisite: Biology 10-11.*

30 COMPARATIVE ANATOMY OF VERTEBRATES

Detailed examination of the origins, structure, and functions of the principal organs of vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite: Biology 10-11. Alternate years.*

31 HISTOLOGY

A study of the basic body tissues and the microscopic anatomy of the organs and structures of the body which are formed from them. Focus is on normal human histology. *Prerequisite: Biology 10-11. Alternate years.*

33 ECONOMIC AND SYSTEMATIC BOTANY

Structure and classification of plants, with emphasis on those species, particularly food and drug plants, having significance for human affairs. *Prerequisites: Biology 10-11, Biology 25. Alternate years.*

34 INVERTEBRATE ZOOLOGY

Comparative study of the invertebrate phyla with emphasis on phylogeny, physiology, morphology and ecology. *Prerequisite: Biology 10-11. Alternate years.*

35 CELLULAR PHYSIOLOGY

Physico-chemical background of cellular function; functions of membrane systems and organelles; metabolic pathways; biochemical and cellular bases of growth; development and responses of organisms. *Prerequisite: Biology 10-11, and a year of Chemistry. Alternate years.*

36 INTRODUCTION TO MARINE BIOLOGY AND BIOLOGICAL OCEANOGRAPHY

The study of major marine habitats and the adaptations of marine organisms as well as the physical and chemical characteristics of oceans. This field oriented course is held at a major Marine Biological Station, and includes diving and collecting from boats. *Prerequisite: Biology 10-11, May term only.*

37 FIELD ORNITHOLOGY

A field oriented course, with in-the-field discussions, demonstrations and exercises dealing with the systematics and identification of the birds of the Northern U.S., their behavior, migration, habitat selection and populations dynamics. Studies will stress experimental techniques used in the field, including banding, recording and playback methods, territorial mapping and population analysis. *Prerequisite: Biology 10-11, May term only.*

38 CLINICAL MICROBIOLOGY

A rigorous introduction to Clinical Microbiology with emphasis given to rapid identification of human bacterial pathogens. Laboratory to include such diagnostic procedures as antibiotic sensitivity testing, serological diagnosis, anaerobic culture techniques and hemolytic reactions. Field trips will be taken to several clinical labs. *Prerequisites: Biology 10-11, Biology 21, May term only.*

40 PARASITOLOGY

The biology of parasites and parasitism. Studies on the major groups of animal parasites, their taxonomy and life cycles, with an emphasis on those of medical and veterinary importance. *Prerequisite: Biology 10-11. Alternate years.*

41 VERTEBRATE EMBRYOLOGY

A study of the development of vertebrates from fertilization to the fully formed fetus. Particular attention is given to the chick and human as representative organisms. *Prerequisite: Biology 10-11. Alternate years.*

42 ANIMAL BEHAVIOR

A study of the causation, function, evolution, and biological significance of animal behaviors in their normal environment and social contexts. *Prerequisite: Biology 10-11. Alternate years.*

43 ICHTHYOLOGY

The course will encompass the anatomy, taxonomy, and life histories of both freshwater and marine fish. Species of major economic and sport interest will be featured, while the areas of fish management, aquiculture, and fish harvesting will be considered. *Prerequisite: Biology 10-11. Alternate years.*

44 BIOCHEMISTRY

Emphasis is given to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids; integration of metabolism; and biochemical control mechanisms including allosteric control, induction, repression, as well as the various types of inhibitive control mechanisms. *Prerequisite: Chemistry 20-21 or Chemistry 5, or consent of instructor. Cross-listed as Chemistry 44. Alternate years.*

46 PLANT ANATOMY AND PHYSIOLOGY

A study of plant physiology as a function of plant anatomy. Metabolic relationships and environmental factors will be examined from a background of the structure and development of cells, tissues, organs, and whole plants. *Prerequisites: Biology 10-11, Biology 25. Alternate years.*

47 IMMUNOLOGY

The course introduces concepts concerning how pathogens cause disease and host defense mechanisms against infectious diseases. Characterization of and relationships between antigens, haptens, and antibodies are presented. Serological assays will include: agglutination precipitations, immunofluorescence, immunoelectrophoresis, and complement fixation. Other topics are: immediate and delayed hypersensitivities (i.e. allergies such as hay fever and poison ivy), immunological renal diseases, immunohematology (blood groups, etc.), the chemistry and function of complement, autoimmunity and organ graft rejection phenomena. *Prerequisite: Biology 10-11. Alternate years.*

48 ENDOCRINOLOGY

This course begins with a survey of the role of the endocrine hormones in the integration of body functions. This is followed by a study of the control of hormone synthesis and release, and a consideration of the mechanisms by which hormones accomplish their effects on target organs. *Prerequisite: Biology 10-11. Alternate years.*

70-79 INTERNSHIP (See Index)

Recent samples of internships in the department include ones with the Department of Environmental Resources, nuclear medicine or rehabilitative therapies at the local hospital.

80-89 INDEPENDENT STUDY (See Index)

Departmental Studies are experimentally oriented and may entail either lab or field work.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS

(See Index)

Examples of recent Honors Projects have involved stream analysis, gypsy moth research, drug synthesis and testing.



BUSINESS ADMINISTRATION

Professor: Hollenback (Chairman)

Assistant Professor: King, Weaver

Lecturer: Larrabee

Part-Time Instructor: Rauff

The major is designed to train students in analytical thinking and verbal and oral communication, in addition to educating them in the principal disciplines of business. To accomplish this, ten courses are required: Business 10-11, 23, 28-29, 38-39, 40, and 41 and Mathematics 13. Accounting 10 may be substituted for Business 10 if a student changes his major. Majors also are urged to enroll in Economics 10, 11; Business 35 and 36; Mathematics 12 and 15. The additional elective offerings are intended to add depth in the areas of finance, marketing, and management.

10-11 MANAGERIAL ACCOUNTING

The business firm is a decision-making institution adapting to a constantly changing environment. Future administrators and managers are introduced to their stewardship responsibilities by use of accounting and statistical techniques as tools in planning and controlling the organization.

23 QUANTITATIVE BUSINESS ANALYSIS

Techniques of quantitative analysis useful in business management. Topics include: sampling, hypothesis testing, index numbers, analysis of time series, linear programming, and decision theory. *Prerequisite: Math 13 or consent of instructor.*

28-29 MARKETING MANAGEMENT

Planning, organization, and control of the distribution activities of the firm, and an analysis and evaluation of the marketing system, its institutions and processes. Application of marketing principles and the development of strategies for specific marketing problems. Product, channel flow, promotion and pricing strategies explored. Readings, cases, and games.

32 ADVERTISING

Nature, scope, methods, and effects of promotion. Techniques of analysis and control in the use of advertising, and publicity as tools in developing business strategy.

33 INVESTMENTS

Analysis of the leading types of investments available to the individual and the firm. Use of forecasting methods, financial reports, and financial indicators. Methods of buying and selling securities with a discussion of the agencies involved including brokerage houses and stock exchanges.

34 INSURANCE

Analysis of the major insurance methods of overcoming risk, including: life, accident, health, marine, and social insurance. Fidelity and surety bonds. Commercial and government plans.

35 LEGAL PRINCIPLES I

Lectures and analysis of cases on the nature, sources, and fundamentals of the law in general, and particularly as relating to contracts, agency, and negotiable instruments. *Open only to juniors and seniors.*

36 LEGAL PRINCIPLES II

Lectures on the fundamentals and history of the law relating to legal associations, real property, wills, and estates. *Open only to juniors and seniors.*

38-39 FINANCIAL MANAGEMENT

Planning, organization, and control of the financial aspects of the firm. Development of financial principles and application to specific situations. Sources and uses of funds, costs of funds, profit determination, expansion, reorganization and liquidation. *Prerequisite: Business 11 or Accounting 20, and Business 23.*

40 MANAGEMENT CONCEPTS

Structural characteristics and functional relationships of a business organization as well as the problems encountered in coordinating the internal resources of a firm. Emphasis on administrative efficiency and procedures.

41 BUSINESS POLICIES

Planning, organization, and control of business operations; setting of goals; coordination of resources; development of policies. Analysis of strategic decisions encompassing all areas of a business, and the use and analysis of control measures. Emphasis on both the internal relationship of various elements of production, finance, marketing, and personnel and the relationship of the business entity to external stimuli. Readings, cases, and games. *Prerequisites: Business 23, 28-29, 38-39, and 40 or consent of instructor. Seniors only.*

42 PERSONNEL MANAGEMENT

An introduction to the managerial problems of recruiting, selecting, training, and retraining the human resources of the firm. Emphasis is placed on the interrelationship of personnel policies with management objectives and philosophies in such areas as fringe benefits, wage and salary policies, union activities, and health and safety.

43 RETAIL MANAGEMENT I

Planning, organization, and control of the retailing firm. Competitive strategy development through store location, layout, administrative organization, buying and pricing. Cases, reading, and papers. *Alternate years.*

44 RETAIL MANAGEMENT II

Inventory control, retail sales, promotion, and financial analysis of the enterprise. Survey of current issues and government, social, and economic forces of concern to the retailer. Retailing principles applied to specific management situations through cases, games, and reading. *Prerequisite: Business 43 or consent of instructor. Alternate years.*

45 ORGANIZATIONAL THEORY

An analysis of organizational design through the use of analytical models. Using the systems approach, an understanding of human

behavior in formal organizations is developed, and practical problems of organizational design are discussed. Topics include: traditional organizational theory, behavior patterns, organizational design, and change. *Alternate years.*

46 PRODUCTION MANAGEMENT

An introduction to the production function in industry. Topics include: product design, plant location and layout, operational analysis, performance standards, line balance theory, inventory control, and the impact of automation through technological change. *Alternate years.*

70-79 INTERNSHIP (See Index)

Typical examples are marketing analysis for a paper products firm, planning a branch store, hotel and real estate management, banking and insurance.

80-89 INDEPENDENT STUDY (See Index)

Examples of recent studies are: The economic impact of a college on a community; a marketing strategy for a local firm entering the consumer market.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

A recent project was a study of the evolution of anti-trust legislation in the United States.

CHEMISTRY

Professor: Hummer (Chairman), Radspinner

Assistant Professor: Franz

Part-time Instructor: Baggett

A major consists of eight Chemistry courses: Chemistry 10-11, 20-21, 30-31, 32, and 33; Mathematics 18, 19, 20, and Astronomy and Physics 25, 26. Mathematics 15 and 21, and French, German, or Russian are highly recommended.

5 BRIEF ORGANIC CHEMISTRY

This course is designed for those non-chemistry majors who elect a single semester course only in organic chemistry. The material will illustrate principles and concepts of organic chemistry supported by that descriptive material which would find application for students of medical technology, biology, nursing, forestry, education, and the humanities. Topics included are bonding and structure, alkanes,

arenes, and their functional derivatives, amino acids and proteins, carbohydrates, and other naturally-occurring compounds. *Three hours of lecture and one four-hour laboratory period each week. Prerequisite: Chemistry 10. Not open for credit to students who have received credit for Chemistry 20.*

10 GENERAL CHEMISTRY I

An introduction to the concepts and models of chemistry which are necessary for an understanding of the fabric and dynamics of the material world. These principles include stoichiometry, atomic and molecular structure and properties, the states of matter, solutions, kinetics, equilibrium, and nomenclature. A study of the chemistry of representative elements and their compounds is made through the application of fundamental principles. The laboratory work introduces the student to methods of separation, purification, and identification of compounds according to their physical properties. *Three hours lecture, one hour discussion, and one three-hour laboratory period each week. Prerequisite: Placement in Chemistry 10 is determined in part by a student's score on part of the CLEP mathematics examination taken by all incoming Freshmen during orientation.*

11 GENERAL CHEMISTRY II

Continuation of Chemistry 10, with emphasis on the foundations of analytical, inorganic, and physical chemistry. The principal unifying concepts of chemical systems are examined in both Chemistry 10 and 11. The laboratory treats aspects of quantitative and qualitative analysis. *Three hours lecture, one hour discussion, and one three-hour laboratory period each week. Prerequisite: Chemistry 10.*

20-21 ORGANIC CHEMISTRY

A systematic study of the compounds of carbon including both aliphatic and aromatic series. The laboratory work introduces the student to simple fundamental methods of organic synthesis, isolation, and analysis. *Three hours lecture and one four-hour laboratory period each week. Prerequisite: Chemistry 11.*

30-31 PHYSICAL CHEMISTRY

A study of the fundamental principles of theoretical chemistry and their applications. The laboratory work includes techniques in physiochemical measurements. *Three hours lecture and one four-hour laboratory period each week. Prerequisite: Chemistry 11, Mathematics 20, and one year of Physics or consent of instructor.*

32 ANALYTICAL CHEMISTRY

A study of the fundamental methods of gravimetric, volumetric, and elementary instrumental analysis together with practice in laboratory techniques and calculations of these methods. *Two hours lecture and two three-hour laboratory periods each week. Prerequisite: Chemistry 11 or consent of instructor.*

33 ADVANCED INORGANIC CHEMISTRY

A study of modern theories of atomic and molecular structure and their relationship to the chemistry of selected elements and their compounds. *Three hours lecture and one four-hour laboratory period each week. Prerequisite: Chemistry 30, Mathematics 20, and one year of Physics or consent of instructor.*

39 INTRODUCTION TO QUANTUM MECHANICS

After presenting the origin, basic concepts and formulation of Quantum Mechanics with emphasis on its physical meaning, the free particle, simple harmonic oscillator and central force problems will be investigated. Both time independent and time dependent perturbation theory will be covered. The elegant operator formalism of quantum mechanics will conclude the course. *Four hours of lecture and recitation. Prerequisites: Mathematics 21; either Chemistry 31 or Astronomy and Physics 26, and consent of instructor. Cross-listed as Astronomy and Physics 48.*

40 ADVANCED ORGANIC CHEMISTRY

Selected topics, which may include mechanisms of organic reactions, synthesis, detailed structure and chemistry of natural products, polynuclear hydrocarbons, and aromatic heterocyclics. *Three hours lecture. Prerequisite: Chemistry 21.*

41 QUALITATIVE ORGANIC ANALYSIS

Theory and application of the systematic identification of pure organic compounds and mixtures. *Two hours lecture and two three-hour laboratory periods each week. Prerequisite: Chemistry 21.*

43 ADVANCED ANALYTICAL CHEMISTRY

A study of advanced analytical methods with emphasis on chromatographic, electrochemical, and spectroscopic methods of analysis. *Three hours lecture and one four-hour laboratory period each week. Prerequisite: Chemistry 31 and 32.*

44 BIOCHEMISTRY

Emphasis is given to the metabolism of carbohydrates, lipids, amino acids, proteins, and nucleic acids; integration of metabolism; and biochemical control mechanisms including allosteric control, induction, repression, as well as the various types of inhibitive control mechanisms. *Prerequisite: Chemistry 21 or 5 or consent of instructor. Cross-listed as Biology 44.*

45 SPECTROSCOPY AND MOLECULAR STRUCTURE

Theory and practice of molecular structure determination by spectroscopic methods. *Three hours lecture. Pre or co-requisites: Chemistry 31, 33, or consent of instructor.*

48 CHEMISTRY COLLOQUIUM

A seminar in which faculty, students, and invited professional chemists discuss their own research activities or those of others which have appeared in the recent chemical literature. *Prerequisite: Three semesters of non-credit Chemistry Colloquium 00 taken during the junior and senior years.*

70-79 INTERNSHIP (See Index)

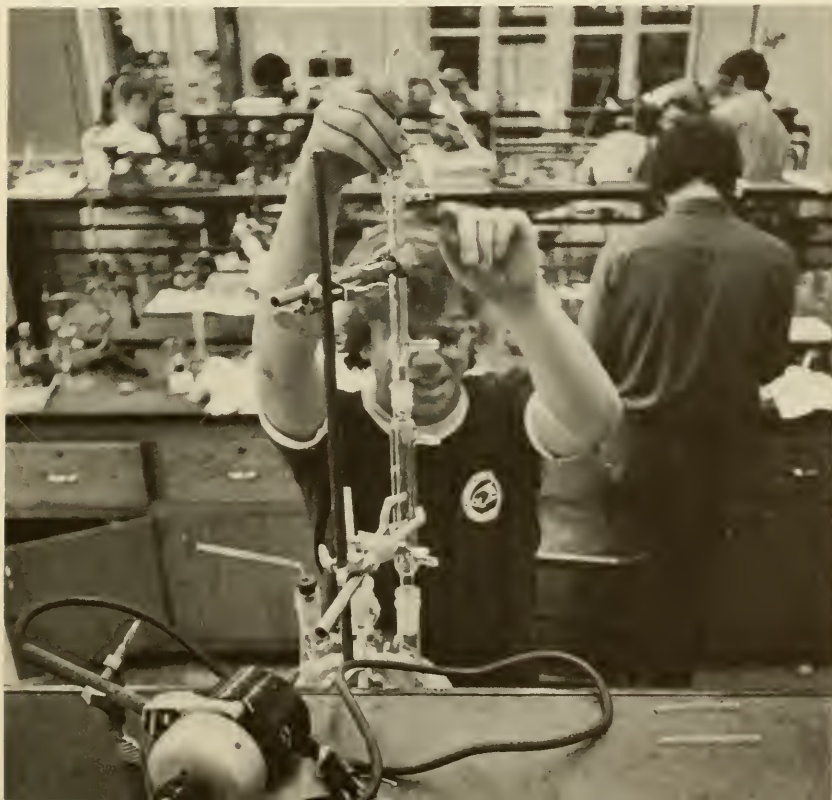
The student will ordinarily work under supervision in an industrial laboratory and submit a written report on his project.

80-89 INDEPENDENT STUDY (See Index)

The student will ordinarily work on a laboratory research project and will write a thesis on his work.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

The student will ordinarily work on a laboratory research project with emphasis being on the student's showing initiative and making a scholarly contribution. A thesis will be written.



CRIMINAL JUSTICE

Instructor: Strauser (Coordinator)

This major is designed to acquaint students with the American criminal justice system and to provide an understanding of the social, psychological, philosophical, and political contexts within which the system of criminal justice functions. Its aim is to develop students' intellectual and scientific skills in raising and attempting to answer important questions about the system of justice and its place in society. The program offers opportunity for intern experience in the field and prepares for careers in the areas of law enforcement, probation and parole, prisons, and treatment services.

The major has two tracks. Track I prepares for careers in Law Enforcement. Track II prepares for careers in Corrections.

Track I—Law Enforcement. The major consists of ten courses, distributed as follows:

A. Professional courses in criminal justice (three courses)

Introduction to the Criminal Justice System (Sociology and Anthropology 15)

Introduction to Law Enforcement (Sociology and Anthropology 23)

The American Prison System (Sociology and Anthropology 39)

B. Courses in the social, psychological, philosophical, and political context of the justice system (seven courses)

Criminology (Sociology and Anthropology 30) and either Juvenile Delinquency (Sociology and Anthropology 21) or Racial and Cultural Minorities (Sociology and Anthropology 34) (two courses)

Abnormal Psychology (Psychology 16) (one course)

America as a Civilization (American Studies 10), Afro-American History (History 28), or United States Social and Intellectual History Since 1877 (History 43) (one course)

Law and Society (Political Science 35) and Civil Rights and Liberties (Political Science 31) (two courses)

Social and Political Philosophy (Philosophy 22) (one course)

- C. Internship or practicum in law enforcement. (Recommended but not required for the major)

Track II—Corrections. The major consists of ten courses, distributed as follows:

- A. Professional courses in criminal justice (three courses)

Introduction to the Criminal Justice System (Sociology and Anthropology 15)

The American Prison System (Sociology and Anthropology 39)

Introduction to Social Work (Sociology and Anthropology 42)

- B. Courses in the social, psychological, philosophical, and political context of the justice system (seven courses)

Criminology (Sociology and Anthropology 30) and either Juvenile Delinquency (Sociology and Anthropology 21) or Racial and Cultural Minorities (Sociology and Anthropology 34) (two courses)

Abnormal Psychology (Psychology 16) (one course)

America as a Civilization (American Studies 10), Afro-American History (History 28), or United States Social and Intellectual History Since 1877 (History 43) (one course)

Law and Society (Political Science 35) and Civil Rights and Liberties (Political Science 31) (two courses)

Social and Political Philosophy (Philosophy 22) (one course)

- C. Internship or practicum in corrections. (Recommended but not required for the major) Prerequisites: Mathematics 13, Psychology 21, and Psychology 39. These prerequisites may be waived in certain cases by the Coordinating Committee.

Majors should seek advice concerning course selection from members of the coordinating committee and should note course prerequisites in planning their programs.



ECONOMICS

Professor: Opdahl (Chairman), Rabold

The major has two tracks. Track I is designed for the student whose primary interest lies in business management; Track II is designed for students with an interest in graduate work, teaching, government, or non-business careers and for those with less well defined interests.

Track I—Managerial Economics requires: Economics 10, 11, 32, and 41; Business 10-11, or Accounting 10 and 20; Business 38 and 39; plus two electives from the following: Economics 20, 31, 35, 37, 43 and Business 40.

Track II—Political Economy requires: Economics 10, 11, 30, 31, 40, and five electives of which three must be in economics and two in political science, all selected with the advice and consent of the student's advisor or department chairman.

In addition, the following courses are recommended: All majors—Math 13 and Business 23; Majors planning graduate work—Math 12-18; Track II majors—Business 10-11.

2 CONSUMER ECONOMICS

A course in "family" or "practical" economics, designed to teach students how they and their families can be intelligent consumers; that is, how they can spend, save, and borrow so as to maximize the value they receive for the income they have. Treats subjects such as intelligent shopping; the uses and abuses of credit; investing, savings; buying insurance, automobiles and houses; medical care costs; estates and wills; etc. *Alternate years.*

10 PRINCIPLES OF POLITICAL ECONOMY I

Macroeconomics. Deals with problems of the economic system as a whole. What influences the level of national income and employment? What is inflation and why do we have it? What is the role of government in a modern capitalistic system? How does business organize to produce the goods and services we demand? How are the American financial and banking systems organized? What is the nature of American unionism? What are the elements of government finance and fiscal policy?

11 PRINCIPLES OF POLITICAL ECONOMY II

This semester focuses upon microeconomics and selected current economic problems. It deals with the relatively small units of the economy such as the firm and the family. Analyzes demand and supply. Discusses how business firms decide what and how much to produce and how goods and services are priced in different types of markets. Also considers such problems as economic growth, international trade, poverty, discrimination, ecology, and alternative economic systems.

20 MONEY AND BANKING

Covers business fluctuations and monetary and fiscal policy; the financial organization of society; the banking system; credit institutions; capital markets; and international financial relations. *Prerequisite: Economics 10 and 11. Alternate years.*

22 ECONOMIC SYSTEMS OF THE WEST: Capitalism and Socialism

A comparative analysis of the underlying ideologies, the basic institutions and the performance of selected economic systems extant in the West. *Alternate years.*

23 SOVIET-TYPE ECONOMIES

An analysis of the ideologies, institutions, and performance of Soviet-type economies, with emphasis upon Marxian theory and the economy of the U.S.S.R.; comparison of selected Eastern European and Chinese approaches to Communism. *Alternate years.*

24 URBAN PROBLEMS

The application of economic theory to the study of significant social, political, and economic problems associated with urbanization, including poverty, employment, education, crime, health, housing, land use and the environment, transportation, and public finance. Analysis of solutions offered. *Alternate years.*

25 ENVIRONMENTAL ECONOMICS

A study of the relationship between environmental decay and economic growth, with particular reference to failures of the price and property rights systems; application of cost/benefit analysis; measures aimed at the creation of an ecologically viable economy. *Alternate years.*

30 INTERMEDIATE MICROECONOMICS

An advanced analysis of contemporary theory regarding consumer demand, production costs and theory, profit maximization, market structures, and the determinants of returns to the factors of production. *Prerequisite: Economics 10 and 11.*

31 INTERMEDIATE MACROECONOMICS

An advanced analysis of contemporary theory and practice with regard to business fluctuations, national income accounting, the determination of income and employment levels, and the use of monetary and fiscal policy. *Prerequisite: Economics 10 and 11.*

32 GOVERNMENT AND THE ECONOMY

An analytical survey of government's efforts to maintain competition through antitrust legislation; to supervise acceptable cases of private monopoly through public utility regulation and via means of regulatory commissions; and to encourage or restrain various types of private economic activities. *Alternate years. Prerequisite: Economics 10 and 11, or consent of instructor.*

35 LABOR PROBLEMS

The history of organized labor in the United States, including the structure of unions; employers' opposition to unions; the role of government in labor-management relations; the economic impact of unions. *Alternate years.*

37 PUBLIC FINANCE

An analysis of the fiscal economics of the public sector, including the development, concepts, and theories of public expenditures, taxation, and debt at all levels of American government. Includes also the use of fiscal policy as an economic control device. *Prerequisite: Economics 10 and 11 or consent of instructor.*

40 HISTORY OF ECONOMIC THOUGHT

A discussion of the origins, development, and significance of the economic ideas embodied in the works of Smith, Marx, Schumpeter, Keynes, and others. *Prerequisite: Economics 10 and 11 or consent of instructor.*

41 MANAGERIAL ECONOMICS

The application of economic theory and methodology to the solution of business problems. Subjects include: optimizing techniques, risk analysis, demand theory, production theory, cost theory, linear programming, capital budgeting, market structures, and the theory of pricing. *Prerequisite: Economics 10 and 11.*

43 INTERNATIONAL TRADE

A study of the principles, theories, development, and policies concerning international economic relations, with particular reference to the United States. Subjects covered include: U.S. commercial policy and its development; international trade theory; tariffs and other protectionist devices; international monetary system and its problems; balance of payments issues. *Alternate years. Prerequisite: Economics 10 and 11.*

45 DEVELOPMENT OF UNDERDEVELOPED NATIONS

A study of the theories and problems of capital accumulation, allocation of resources, technological development, growth, planning techniques and institutions, and international relations encountered by the developing nations. *Alternate years.*

70-79 INTERNSHIP (See Index)

Typically off-campus in business, banking, or government, supervised by assigned employee of sponsoring organization.

80-89 INDEPENDENT STUDY (See Index)

Superior students may select independent study in various courses, particularly in preparation for graduate school.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

EDUCATION

Associate Professor: Keesbury (Chairman)

Assistant Professor: Conrad, Yawkey

Education 20 and Psychology 38 are prerequisites to all other offerings in the Education Department. Education 20 should be taken at least two (2) semesters before the Professional Semester.

Students seeking elementary certification must complete Mathematics 7, Education 30, 40, 41, and 42 as prerequisites to the Professional Semester, which includes Education 45, 47, and 48. They must also complete the Elementary Games section of the Physical Education course.

Students seeking secondary certification must fulfill the requirements of a participation experience in area schools before the Professional Semester. Arrangements for participation are to be made through the Education Department. Application for the secondary or elementary Professional Semester must be made before October 1st of the junior year.

20 INTRODUCTION TO THE STUDY OF EDUCATION

A study of teaching as a profession with emphasis on the economic, social, political, and religious conditions which influence American schools and teachers. Consideration is given to the school environment, the curriculum, and the children with the intention that the students will examine more rationally their own motives for entering the profession. *Not open to freshmen.*

30 THE PSYCHOLOGY AND TEACHING OF READING IN THE ELEMENTARY SCHOOL

A background course in the psychological, emotional, and physical bases of reading. A study of the learning process as it applies to reading, child development and the curriculum. The development of a reading program from the beginning (readiness) through principles, problems,

techniques, and materials used in the local elementary schools. Observation of and participation with superior teachers in elementary schools of the Greater Williamsport Area. *Prerequisites: Education 20 and Psychology 38.*

32 INSTRUCTIONAL MEDIA AND COMMUNICATIONS

A study of the value, design, construction, and application of the visual and auditory aids to learning. Practical experience in the handling of audio-visual equipment and materials is provided. Application of Audio-Visual Techniques. Application of the visual and auditory aids to learning. Students will plan and carry out actual teaching assignments utilizing various A-V devices.

39 PUBLIC SCHOOL CURRICULUM

An examination of the various curricula of the public schools and their relationships to current practices. Special attention will be given to the meaning and nature of the curriculum; the desirable outcomes of the curriculum; conflicting and variant conceptions of curricular content; modern techniques of curricular construction; criteria for the evaluation of curricula; the curriculum as a teaching instrument. Emphasis will be placed upon the curriculum work within the teaching field of each individual.



40 LANGUAGE ARTS AND CHILDREN'S LITERATURE FOR ELEMENTARY TEACHERS

This course is designed to consider the principles, problems, materials, and techniques of teaching English, spelling, penmanship, choral speaking, and children's literature. Observation of superior teachers in elementary schools of the Greater Williamsport Area. *Prerequisite: Education 30 or consent of instructor.*

41 TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Studies and experiences to develop a basic understanding of the structure, concepts, and processes of anthropology, economics, geography, history, political science, and sociology as these relate to the elementary school social science curriculum. Practical applications, demonstrations of methods, and the development of integrated teaching units using tests, reference books, films, and other teaching materials. *Prerequisite: Education 30 or consent of instructor.*

42 SCIENCE, HEALTH, AND SAFETY FOR ELEMENTARY TEACHERS

Science methods and materials interpreting children's science experiences and guiding the development of their scientific concepts. A briefing of the science content of the curriculum, its material and use. An introduction to the methods of first aid, preservation of health, prevention of accidents, and the development of good health habits. *Prerequisite: Education 30 or consent of instructor.*

45 METHODS OF TEACHING IN THE ELEMENTARY SCHOOL (PART OF THE PROFESSIONAL SEMESTER)

A study of methods and materials of teaching all elementary school subjects, including art and music, with a view to preparing students for their particular student teaching assignment. Demonstration lessons by students, micro-teaching, simulation activities, and group interrelation studies may be included. *Prerequisite: Education 30, 40, 41, and 42.*

46 METHODS OF TEACHING IN THE SECONDARY SCHOOL (PART OF THE PROFESSIONAL SEMESTER)

A study of materials, methods, and techniques of teaching with emphasis on the student's major. Stress is placed on the selection and utilization of visual and auditory aids to learning. Students will teach demonstration lessons in the presence of the instructor and the members of the class and will observe superior teachers in the secondary schools of the Greater Williamsport Area. *Prerequisites: Education 20, Psychology 38, and the Participation Experience.*

47 PROBLEMS IN CONTEMPORARY AMERICAN EDUCATION (PART OF THE PROFESSIONAL SEMESTER)

Seminar in the issues, problems and challenges encountered by teachers in the American public schools, especially those related to the student teaching experience.

48 PRACTICE TEACHING IN THE ELEMENTARY SCHOOL
(PART OF THE PROFESSIONAL SEMESTER)

Two Units. Exceeds state mandated minimum requirements. Professional laboratory experience under the supervision of a selected cooperating teacher in a public elementary school of the Greater Williamsport Area. Organized learning experiences. Actual classroom experience.*

49 PRACTICE TEACHING IN THE SECONDARY SCHOOL
(PART OF THE PROFESSIONAL SEMESTER)

Two Units. Exceeds state mandated minimum requirements. Professional laboratory experience under the supervision of a selected cooperating teacher in a public secondary school of the Greater Williamsport Area. Organized learning experience. Emphasis on actual classroom experience, responsibility in the guidance program and out-of-class activities.*

*Practice teachers are required to follow the calendar of the school district to which they are assigned.

ENGLISH

Professor: Graham

Associate Professor: Gustafson, Madden, Rife (Chairman)

Assistant Professor: Ford (Acting Chairman, Spring, 1978), Jensen

Part-Time Instructor: Logue

A major consists of nine courses not including English 1. These nine courses must include English 14, 15, 16, 17 and one writing course from the following: English 18, 22, 23, 24, 35 and 36.

The four electives may include any course from English 12 and above not already taken to satisfy the preceding requirements. With the consent of the English Department, an appropriate course from the offerings of other departments may be substituted for an English elective.

Majors seeking secondary certification in English are required to take English 38 and to complete successfully in the junior or senior year an experience in the teaching of English composition.

The English Department is one of six cooperating in the interdisciplinary program in Mass Communications, and would be an appropriate department for the four-course specialization required for the Communications major. The department also participates with seven others in the American Studies interdisciplinary major, in which American literature courses constitute an important part of the American arts concentration area.

1 COMPOSITION

Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. Assigned readings varying from section to section; focus on writing in all sections.

12 INTRODUCTION TO LITERATURE

An introduction to the study of literature, designed primarily for freshmen. Lectures and discussions focusing on the major literary genres.

14 BRITISH LITERATURE I

Literary forms, themes and authors from the Anglo-Saxon through the Neo-Classical periods. Such writers as Chaucer, Spenser, Shakespeare, Milton, Swift, Pope, and Johnson; representative works from *Beowulf* to Sheridan's *The Rivals*.

15 BRITISH LITERATURE II

Literary movements and authors from the Romantic Period to the present. Particular emphasis on such writers as Blake, Wordsworth, Shelley, Mill, Tennyson, Browning, Rossetti, Arnold, Hardy, Yeats, Eliot.

16 19TH CENTURY AMERICAN LITERATURE

Brief survey of American literature and thought before 1800, followed by more intensive study of the literature and thought of the period 1800-1900. Bryant, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, Howells, and others.

17 20TH CENTURY AMERICAN LITERATURE

Major writers, movements, and tendencies in American literature during the present century. Such forces as naturalism, realism, and modernism; and such writers as James, Dreiser, Hemingway, Faulkner, Frost, Eliot, and Stevens.

18 ADVANCED COMPOSITION

Practical training in the writing of more extended essays of the kinds written in English I, and other kinds of expository and argumentative prose, including such forms as: essays of opinion and personal essays; critical commentaries and reviews; synopses, reports, and research papers.

20 THE NATURE OF FICTION

Study of either the novel or the short story; one or the other in a given semester, not both in the same semester. Novel: representative novels from the 18th Century to the present with emphasis on the development of the genre. Short story: emphasis on points of view of the authors studied.

21 THE DEVELOPMENT OF DRAMA

Discussion of typical plays of the Western World emphasizing conventions of form and performance. Varying focus and content ranging from classical to modern playwrights and periods.

22 CRITICAL WRITING

Introduction to the various ways of thinking and writing about literature and film, designed for people who wish to improve their understanding and enjoyment of the books and poems they read and the plays and films they see.

23 NEWS WRITING FOR THE PRINT MEDIA

Analysis and practice of the basic forms of news reporting and feature writing. The elements of news, the lead, style and structure, and types of stories. Students who have taken English 24 may take only writing workshop sessions of this course for ½ unit.

24 NEWS WRITING FOR RADIO AND TV

Offered in conjunction with English 23. Separate workshop sessions to analyze and practice the basic forms of news reporting as they apply to radio and TV. Students who have taken English 23 may take only workshop sessions of this course for ½ unit. *Alternate years.*

30 SHAKESPEARE

Study of representative plays drawn from the four sub-genres of Shakespeare's dramas: comedy, history, tragedy, and romance. Some attention to Shakespeare's life and times, but primary focus on the work itself.

31 MODERN FICTION

Study of the techniques, development, and major tendencies of modern fiction, from the last quarter of the 19th Century to the 1950's. Primary attention to representative works of such major writers as James, Conrad, Joyce, Lawrence, Hemingway, and Faulkner.

32 MODERN POETRY

Introduction to the themes and structures of 20th Century poetry. Beginning with Pound, Eliot, and Yeats, and moving through the century to the most recent accomplishments of contemporary poets. *Alternate years.*

33 WOMEN AND LITERATURE

Study of women writers alternating with study of the image of women in literature written by men and women. Possible focuses: major women writers of 19th and 20th Century British and American literature; contemporary women writers; traditional images of women in literature. *Alternate years.*

34 FILM AND LITERATURE

Analysis of the techniques of two different forms of communication—cinema and novel or play—by comparing the same story in both mediums. Attention to both “classic” and modern films and literature. *Alternate years.*

35 FICTION WRITING

Beginning course in the writing of short fiction. Some study of the sources and techniques of modern and contemporary writers, but chief focus on student writing. *Alternate years.*

36 POETRY WRITING

A first course in poetry writing. Attention to the “closed” and “open” formal traditions of current poetry. In-class emphasis on student writing. *Alternate years.*

37 PUBLIC RELATIONS AND PUBLICITY WRITING

Communication and publicity techniques in the field of public relations focused on writing for the media; some attention to speeches, letters and house organs. *Prerequisite: English 23 or English 24 or consent of instructor. Alternate years.*

38 STRUCTURE AND HISTORY OF THE ENGLISH LANGUAGE

Study of the historical origins of the language and a modern language theory. *Alternate years.*

40 THE HERO IN MEDIEVAL LITERATURE

Study of the literature of the period as it reveals a transition from the concept of the epic hero to that of the chivalric hero, with the attendant shifts in literary forms, in codes for heroic behavior, and in philosophic world view. *Prerequisite: English 14 or consent of instructor. Alternate years.*

41 ROMANCE AND EPIC IN THE RENAISSANCE

Study of major writers from Malory to Milton. Emphasis on such works as *Le Morte D'Arthur*, *Don Quixote*, *The Faerie Queene*, and *Paradise Lost*, with other selected prose and dramatic works. *Prerequisite: English 14 or consent of instructor. Alternate years.*

42 POETRY OF THE ROMANTIC PERIOD

Study of the literary, philosophical, and historical significance of the Romantic Movement. Emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. *Prerequisite: English 14 or consent of instructor. Alternate years.*

43 DICKENS AND THE VICTORIAN NOVEL

Comparison and contrast of four or five of Dickens' novels with other novels from the 1830's through the 1870's by such authors as Thackeray, the Brontës, Meredith, Trollope, and Hardy. *Alternate years.*

44 THE IRISH RENAISSANCE

Analysis of the sudden flowering of Irish literature in the early years of the 20th Century as witnessed in the works of Yeats, Joyce, Synge, O'Casey, and others. *Prerequisite: English 15 or 17 or consent of instructor. Alternate years.*

45 AMERICAN DRAMA FROM O'NEILL TO MILLER

Study of the development of the first significant American drama in the decades following World War I, especially the experimental drama of the 1920's and the social drama of the 1930's. O'Neill, Anderson, Rice, Behrman, Saroyan, Wilder, Odets, Hellman, and others. *Prerequisite: English 17 or 21 or consent of instructor. Alternate years.*

46 THE AMERICAN RENAISSANCE

Concentrated study of the American poets and novelists who revolutionized literary form and idea at the middle of the 19th Century. One or two writers from each of the following two groups: Emerson, Thoreau, and Whitman; Poe, Hawthorne, and Melville. *Prerequisite: English 16 or consent of instructor. Alternate years.*

47 AMERICAN NOVELISTS AND POETS OF THE JAZZ AGE AND DEPRESSION

Concentrated study of two or three major writers in the social context of this period in modern American literature. Such combinations as Hemingway/Fitzgerald/Eliot and Faulkner/Frost are likely. *Prerequisite: English 17 or consent of instructor. Alternate years.*

48 CONTEMPORARY LITERATURE

Consideration of representative British, American, and some continental works, primarily fiction, written after World War II by such writers as Barth, Bellow, Updike, Burgess, Murdoch, Fowles, and Nabokov. *Alternate years.*

70-79 INTERNSHIP (See Index)

Interns typically work off campus in a profession related to their career interest such as law, public relations, journalism and others.

80-89 INDEPENDENT STUDY (See Index)

Recent studies include Chaucer, D.H. Lawrence, The Creative Process in Literature and Art, the Arthurian Legend, and Existentialism in Literature.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

Recent projects were Communication Models and the Feedback Principle, and Images of Women in the 1890's.

FOREIGN LANGUAGES AND LITERATURES

Associate Professor: Flam, Maples (Chairman)
Assistant Professor: MacKenzie, Taylor, Winston
Part-Time Instructor: Hupin

Study of foreign languages and literatures offers opportunity to explore broadly the varieties of human experience and thought. It contributes both to personal and to international understanding by providing competence in a foreign language and a critical acquaintance with the literature and culture of foreign peoples. A major can serve as entree to careers in business, industry, government, publishing, education, journalism, social agencies, translating, and writing. It prepares for graduate work in literature or linguistics and the international fields of politics, commerce, law, health, and area studies.

FRENCH, GERMAN, RUSSIAN, and SPANISH are offered as major fields of study. The major consists of at least eight courses numbered 10 or above. Majors seeking teacher certification and students planning to enter graduate school are advised to begin study of a second foreign language. The department encourages the development in breadth of programs including allied courses from related fields or a second major, and also individual or established interdisciplinary majors combining interest in several literatures or area or cross-cultural studies, for example: Soviet Area Studies, International Studies, 20th Century Studies, the Major in Literature. Majors, teacher certification candidates, and in fact all college students are encouraged to spend at least a semester of study abroad by applying to one of the many programs available. The department maintains a file of such programs.

Courses taught in English: Foreign Languages and Literatures 18, 25, French 28, Russian 17, 28, 33, 35, 36, 47, and Spanish 28.

FOREIGN LANGUAGES AND LITERATURES

18 CULTURAL TOUR OF THE BALKANS, GREECE, AND TURKEY

Under arrangement with the State Bureaus of Tourism the participants will visit Belgrade, Budapest, Cluj, Bucharest, Sophia, Istanbul, Athens, Sarajevo, and Dubrovnik. The participants will have this opportunity to do comparative analysis based on political developments and economic reforms. The itinerary is designed to offer field-work for students to test empirically the changing relations between the East European states and the Soviet Union. The influence of the Russian language and culture will be observed and discussed throughout the tour. Credit in other departments will be granted to students upon presentation of a project previously approved by faculty members in Art, Political Science, History, Sociology and Anthropology, Economics, and Education. This course may count towards the Russian major with the consent of the instructor. No knowledge of a foreign language is required. *May term only.*

25 CONTINENTAL LITERATURE

A study of such major continental authors as Cervantes, Dostoevsky, Chekhov, Dante, Ibsen, Proust, Gide, Kafka, Hesse, Goethe, Sartre, Camus, Brecht, and Ionesco. Works read in English translation will vary and be organized around a different theme or topic; recent topics have been existentialism, modernism, and drama. *Prerequisite: None. May be repeated for credit with consent of instructor. May be accepted toward the English major with consent of the English Department.*

38 FOREIGN LANGUAGE: SYSTEMS AND PROCESS

Study of basic linguistic concepts as a tool for language learning and teaching. Discussion and application of language teaching techniques, including work in the language laboratory. Designed for future teachers of one or more languages and normally taken in the Junior year. Students should arrange through the Education Department to fulfill in the same semester the requirements of a participation experience in area schools. *Prerequisite: Consent of instructor.*

FRENCH

A major consists of at least eight courses numbered 10 or above, including at least one numbered 40 or above. Foreign Languages and Literatures 25 and 38 may be included in the major.

All majors who wish to be certified for teaching must pass courses 23, 31, Foreign Languages and Literatures 38, and at least two courses numbered 40 or above. A language proficiency test is required of these students during their senior year.

1-2 ELEMENTARY

The aim of the course is to acquire the fundamentals of the language with a view to using them. Regular practice in speaking, understanding, and reading.

10-11 INTERMEDIATE

Review and development of the fundamentals of the language for immediate use in speaking, understanding, and reading with a view to building confidence in self-expression. *Prerequisite: French 2 or equivalent.*

20 CONVERSATION

Designed to develop conversational fluency and comprehension through small group discussions focusing on topics from readings in modern French culture, such as French social attitudes and French-American cultural differences. Some attention to grammar and writing. *Prerequisite: French 11 or equivalent.*

23 INTRODUCTION TO LITERARY STUDIES

Studies in French literature, with emphasis on critical reading and interpretation. Discussions, lectures, oral *exposes*, papers. *Prerequisite: French 20 or equivalent.*

28 MODERN FRANCE

A course designed to familiarize students with political and social structures and cultural attitudes in contemporary French society. Materials studied may include such documents as newspaper articles, interviews, and sociological surveys, and readings in history, religion, anthropology and the arts. Some attention to the changing education system and the family and to events and ideas which have shaped French society. May include some comparative study of France and the United States.

English Section: Not applicable toward satisfying the Foreign Language distribution requirement. *Prerequisite: None.*

French Section: Offers readings, papers, and interviews in French for students with sufficient language skill. Can be applied toward the Foreign Language distribution requirement. *Prerequisite: French 10 or equivalent competency as determined by the department.*

31 FRENCH GRAMMATICAL STRUCTURE

Study of phonetics and grammatical rules and their practical application in speaking and writing. *Recommended for all majors.*

41 FRENCH LITERATURE OF THE MIDDLE AGES AND THE RENAISSANCE

A study of selected works from *La Chanson de Roland* to Montaigne. *Prerequisite: French 23 or consent of instructor. Alternate years.*

43 FRENCH LITERATURE OF THE 17TH CENTURY

A study of major texts of the period: *préciosité*, the origins and theories of French classicism, Corneille, Pascal, Descartes. Classical tragedy and comedy: Racine, Molière, LaFontaine, Mme. de La Fayette, La Bruyère. *Prerequisite: French 23 or consent of instructor. Alternate years.*

45 FRENCH LITERATURE OF THE 18TH CENTURY

The literary expression of ideas: Montesquieu, Voltaire, Rousseau, and the Encyclopedists. *Prerequisite: French 23 or consent of instructor. Alternate years.*

47 FRENCH LITERATURE OF THE 19TH CENTURY

The dimensions of the Romantic sensibility: Musset, Hugo, Vigny, Balzac, Stendhal. Realism and Naturalism in the novels of Flaubert and Zola. Reaction in the poetry of Baudelaire, Rimbaud, Verlaine, and

Mallarmé. *Prerequisite: French 23 or consent of instructor. Alternate years.*

48 MODERN FRENCH THEATRE

Major trends in French drama from the turn of the century to Existentialism and the Theatre of the Absurd. Giraudoux, Anouilh, Sartre, Camus, Beckett, Ionesco, Genet, Adamov, and others. *Prerequisite: French 23 or consent of instructor. Alternate years.*

49 FRENCH LITERATURE OF THE 20TH CENTURY

Representative poets and novelists of modern France. Readings selected from the works of authors such as Proust, Gide, Aragon, Giono, Mauriac, Céline, Malraux, Saint-Exupéry, Camus, the "new novelists" (Robbe-Grillet, Butor, Sarraute, Le Clézio), and the poetry of Apollinaire, Valéry, the Surrealists (Breton, Reverdy, Eluard, Char), Saint-John Perse, Supervielle, Prévert, and others. Some attention to works of French-speaking African writers. *Prerequisite: French 23 or consent of instructor. Alternate years.*

70-79 INTERNSHIP (See Index)

80-89 INDEPENDENT STUDY (See Index)

Examples of recent studies in French include translation, existentialism, the classical period, Enlightenment literature, and Saint-Exupéry.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

GERMAN

A major consists of eight courses numbered 10 or above. Foreign Languages and Literatures 38 and one unit of Foreign Languages and Literatures 25 may be included in the major.

All majors who wish to be certified for teaching must pass courses 31, 33, 34, and Foreign Languages and Literatures 38. A language proficiency test is required of these students during their senior year.

1-2 ELEMENTARY

Aim of course is to acquire the fundamentals of the language with a view to using them. Regular practice in speaking, understanding and reading.

10-11 INTERMEDIATE

Review and development of fundamentals of the language for immediate use in speaking, understanding, and reading with a view to building confidence in self-expression. *Prerequisite: German 2 or equivalent.*

20 CONVERSATION

Designed to develop aural comprehension and conversational fluency. Readings and discussions on topics of contemporary society in Germany, Switzerland, and Austria. Some attention to grammar and writing. *Prerequisite: German 11 or equivalent.*

31 GERMAN GRAMMATICAL STRUCTURE

Study of intonation, complex grammatical rules and their practical application, stylistics, and a brief survey of the development of the language. *Recommended for all majors.*

33 SURVEY OF GERMAN LITERATURE AND CIVILIZATION I

Designed to acquaint the student with important periods of German Literature, representative authors, and major cultural developments in Germany, Austria, and Switzerland. The course deals with literature from the Early Middle Ages through the 18th century. *Prerequisite: German 20 or consent of instructor.*

34 SURVEY OF GERMAN LITERATURE AND CIVILIZATION II

Designed to acquaint the student with important periods of German literature, representative authors, and major cultural developments in Germany, Austria, and Switzerland. The course deals with the literature from the 19th century to the present. *Prerequisite: German 20 or consent of instructor.*

40 GOETHE

A study of the life and works of Goethe. Goethe's significance in the Classical period and later. Readings in the major works. *Prerequisite: German 33 or 34 or consent of instructor.*

41 CLASSICAL GERMAN DRAMA

The development of *das klassische Drama* with emphasis on works of Lessing, Goethe, and Schiller. *Prerequisite: German 20.*

42 MODERN GERMAN DRAMA

The emergence of modern Drama commencing with Büchner and leading to Brecht. *Prerequisite: German 20.*

43 THE NOVELLE

The German Novelle as a genre relating to various literary periods. *Prerequisite: German 20.*

45 GERMAN POETRY

A study of selected poets or the poetry of various literary periods. *Prerequisite: German 33 or 34 or consent of instructor.*

47 MODERN GERMAN LITERATURE

A study of the major movements and writers from Naturalism, Expressionism, and the postwar period. Hauptmann, Rilke, Mann, Hesse, Kaiser, and others. *Prerequisite: German 33 or 34 or consent of instructor.*

70-79 INTERNSHIP (See Index)

80-89 INDEPENDENT STUDY (See Index)

Examples of recent studies in German include Classicism, Germanic Mythology, Hermann Hesse, the dramas of Frisch and Dürrenmatt.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

GREEK

Greek is not offered as a major.

1-2 NEW TESTAMENT GRAMMAR AND READINGS

Fundamentals of New Testament Greek grammar and readings of selected passages of the Greek text. *Alternate years.*

11 THE GOSPEL ACCORDING TO ST. MARK

A critical reading of the Greek text with special attention to exegetical questions. *Alternate years.*

12 THE EPISTLE TO THE ROMANS

A critical reading of the Greek text with special attention being given to the theology of St. Paul. *Alternate years.*

HEBREW

Hebrew is not offered as a major.

1-2 OLD TESTAMENT GRAMMAR AND READINGS

Fundamentals of Old Testament Hebrew grammar and readings of selected passages of the Hebrew text. *Alternate years.*

11-12 INTERMEDIATE OLD TESTAMENT HEBREW

A critical reading of the Old Testament Hebrew text with special attention to exegetical questions. The text read varies from year to year. *Alternate years.*

RUSSIAN

A major consists of eight courses numbered 10 or above, including 20 and 21. Foreign languages and Literatures 38 and one unit of Foreign Languages and Literatures 25 may be included in the major.

All majors who wish to be certified for teaching must pass courses 20, 21, 28, 33, and Foreign Languages and Literatures 38. A language proficiency test is required of these students during their senior year.

In order for credit in Russian 17, 28, 33, 35, 36, and 47 to be applicable to the Foreign Language distribution requirement, students must enroll in the Russian section of these courses.

1-2 ELEMENTARY I and II

The aim of the course is to acquire the fundamentals of the language with a view to using them. Regular practice in speaking, understanding and reading.

10 INTERMEDIATE I

Review and development of the fundamentals of the language for immediate use in speaking, understanding and reading with a view to building confidence in self-expression. *Prerequisite: Russian 2 or equivalent.*

11 INTERMEDIATE II

Intensive reading of selected short stories or other works; outside reading, oral and written reports on everyday topics. *Prerequisite: Russian 10 or equivalent.*

17 CULTURAL TOUR OF THE USSR

This study-tour gives the student the opportunity to meet formally and informally with the Russian people, attend theatre performances, tour collective farms, and visit important historical sites with trained guides. The objectives of this study-tour are: (1) exposure to the cultural, historical, and political aspects of Soviet life, (2) conversation and comprehension practice for students applying credit for this course towards the distribution requirement. Open to all students. No knowledge of Russian Language is required. Credit in other departments will be granted to students upon presentation of a project previously approved by faculty members in Art, Political Science, History, Sociology and Anthropology, Economics, and Education. *May term only.*

20 ADVANCED I

Designed to develop a high degree of aural comprehension and conversational fluency. Directed composition and readings. *Prerequisite: Russian 11 or equivalent.*

21 ADVANCED II

Intensive development of aural comprehension and conversational fluency. Directed readings and oral reports. *Prerequisite: Russian 20 or equivalent.*

28 RUSSIAN CULTURE

Russian life and culture as seen through literature, newspapers, music of the gypsies, slides, Russian guest speakers, etc. Contemporary values, attitudes, traditions will be examined and discussed. **Lectures and readings in English.** Russian majors will be required to read part of the material in Russian. No prerequisites.

33 SURVEY OF THE GOLDEN PERIOD

Designed to acquaint the student with the representative works of the 19th century major authors: Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, Goncharov, etc. Major social and political developments will be discussed. **Lectures and readings in English.** Russian majors will be required to read part of the material in Russian. No prerequisites.

35 DOSTOEVSKY AND TOLSTOY

Study of the major works of Leo Tolstoy and Feodor Dostoevsky. Discussion of their social and philosophical development. **Lectures and readings in English.** Russian majors will be required to read part of the material in Russian. No prerequisites.

36 SOLZHENITSYN AND OTHER DISSIDENTS

Study of the Soviet dissident literature of the recent past as documents of social and political trends. **Lectures and readings in English.** Russian majors will be required to read part of the material in Russian. No prerequisites.

47 SOVIET LITERATURE

Survey of major Soviet literary figures, monuments, styles. Revolution and its impact on literature and writers. Revival of psychological novel, short story, contemporary poetry. **Lectures and readings in English.** Russian majors will be required to read part of the material in Russian. Normally should be taken after Russian 33.

48 READINGS IN MODERN RUSSIAN

Reading and translating representative Soviet periodicals and selected texts in the social sciences. Study of political and social terminology. Soviet idioms. *Prerequisite: Russian 21 or equivalent.*

70-79 INTERNSHIP (See Index)

80-89 INDEPENDENT STUDY (See Index)

Recent studies include complex grammar and advanced readings, socialist realism, a major Russian literary work, intensive advanced conversation.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

SPANISH

A major consists of eight courses numbered 10 or above, including at least one numbered 40 or above. Foreign Languages and Literatures 38 may be included. Normally, Foreign Languages and Literatures 25 does not count toward the major.

All majors who wish to be certified for teaching must pass Foreign Languages and Literatures 38, Spanish 31, and one from 33, 34, or 35. A language proficiency test is required of these students during their senior year.

1-2 ELEMENTARY

Aim of course is to acquire the fundamentals of the language with a view to using them. Regular practice in speaking, understanding, and reading.

10-11 INTERMEDIATE

Review and development of fundamentals of the language for immediate use in speaking, understanding, and reading with a view to building confidence in self-expression. *Prerequisite: Spanish 2 or equivalent.*

20 ADVANCED

The purpose of this course is to improve the student's ability in spontaneous conversations, focusing on everyday activities and matters of current concern as suggested in readings from Latin American and peninsular sources. Vocabulary building is stressed. *Prerequisite: Spanish 11 or equivalent.*

28 CONTEMPORARY HISPANIC LIFE

To introduce students to the Spanish people — their values, customs, and institutions, with reference to the major socio-economic, political, and artistic forces governing present-day Spain. Readings will include selections from periodical literature as well as historical and literary texts. Lectures in English.

English Section: Not applicable toward satisfying the Foreign Language Distribution requirement. *Prerequisite:* None.

Spanish Section: Students with sufficient language skill wishing to take this course for credit towards the Foreign Language distribution requirement will be given special readings and other assignments in Spanish. *Prerequisite:* *Spanish 11* or equivalent competency as determined by the department.

31 SPANISH GRAMMATICAL STRUCTURE

Study of intonation, complex grammatical rules and their practical application, and a brief survey of the development of the language. *Recommended for all majors.*

33 SURVEY OF SPANISH LITERATURE AND CIVILIZATION I

Designed to acquaint the student with important periods of Spanish literature, representative authors, and major socio-economic developments. The course deals with the literature from the beginning through the 17th century. *Open to students majoring in other departments after consultation with instructor. Alternate years.*

34 SURVEY OF SPANISH LITERATURE AND CIVILIZATION II

Designed to acquaint the student with important periods of Spanish literature, representative authors, and major socio-economic developments. The course deals with the literature from the 18th century to the present. *Open to students majoring in other departments after consultation with the instructor. Alternate years.*

35 SURVEY OF SPANISH AMERICAN LITERATURE AND CIVILIZATION

Designed to acquaint the student with important periods of Spanish-American literature, representative authors, and major socio-economic developments. The course deals with the literature, especially the essay and poetry, from 16th century to present. *Prerequisite:* *Consent of instructor. Alternate years.*

44 SPANISH LITERATURE OF THE GOLDEN AGE

A study of representative works and principal literary figures in the poetry, prose, and drama of the 16th and 17th centuries, from Fernando de Rojas to Calderon. *Prerequisite:* *Consent of instructor. Alternate years.*

47 19TH CENTURY NOVEL

Regionalism, realism, and naturalism in prose fiction, with emphasis on the works of Galdos. *Prerequisite: Consent of instructor. Alternate years.*

48 THE GENERATION OF '98

Principal literary figures of the early 20th century: Unamuno, Azorin, Valle Inclan, Baroja, Benavente, Machado, Jimenez, etc. *Prerequisite: Consent of instructor. Alternate years.*

49 SPANISH AMERICAN NOVEL

Twentieth Century novelists from Azuela to Garcia Marquez. *Prerequisite: Consent of instructor. Alternate years.*

70-79 INTERNSHIP (See Index)

80-89 INDEPENDENT STUDY (See Index)

Recent studies include literary, linguistic, and cultural topics, and themes such as urban problems as reflected in the modern novel.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)



HISTORY

Associate Professor: Piper (Chairman, Fall, 1977)

Assistant Professor: Larson (Chairman, Spring, 1978), Morris

Part-time Instructor: Doyle

A major consists of ten courses, including 10, 11 and 45. At least seven courses must be taken in the department. The following courses may be counted toward fulfilling the major requirements: American Studies 10, Political Science 39, Religion 28 and 46. Other appropriate courses outside the department may be counted upon departmental approval. For History majors who student teach in history, the major consists of nine courses. In addition to the courses listed below, special courses, independent study and honors are available. Special courses recently taught and anticipated include a biographical study of European Monarchs, the European Left, the Industrialization and Urbanization of Modern Europe, Utopian Movements in America, the Peace Movement in America, The Vietnam War, and American Legal History. History majors are encouraged to participate in the internship program.

10 EUROPE 1500-1815

An examination of the political, social, cultural and intellectual history of Europe and its relations with other areas of the world from 1500 to 1815.

11 EUROPE 1815-Present

An examination of the political, social, cultural, and intellectual history of Europe and its relations with other areas of the world from 1815 to the present.

12 UNITED STATES HISTORY 1763-1877

A study of the men, measures, and movements which have been significant in the development of the United States between 1763 and 1877. Attention is paid to the problems of minority groups as well as to majority and national influences.

13 UNITED STATES HISTORY 1877-Present

A study of the men, measures, and movements which have been significant in the development of the United States since 1877. Attention is paid to the problems of minority groups as well as to majority and national influences.

20 ANCIENT HISTORY

A study of the ancient western world, including the foundations of the western tradition in Greece, the emergence and expansion of the Roman state, its experience as a Republic, and its transformation into the Empire. The course will focus on the social and intellectual life of Greece and Rome as well as political and economic changes. *Alternate years.*

22 MEDIEVAL EUROPE AND ITS NEIGHBORS

The history of Europe from the dissolution of the Roman Empire to the mid-fifteenth century. The course will deal with the growing estrangement of western Catholic Europe from the Byzantium and Islam, culminating in the Crusades; the rise of the Islamic Empire and its later fragmentation; the development and growth of feudalism; the conflict of empire and papacy, and the rise of towns. *Alternate years.*

23 20TH CENTURY EUROPE TO 1929

An intensive study of various aspects of the political, economic, social, and intellectual history of Europe from 1900 to 1929. Topics include the irrationalist movement, the causes of imperialism, the origins of the First World War, the Russian Revolution and establishment of the Soviet Regime, and the attempts at peacemaking after 1918. *Prerequisite: History 11 or consent of instructor. Alternate years.*

24 20TH CENTURY EUROPE SINCE 1929

An intensive study of various aspects of the political, economic, social, and intellectual history of Europe from 1929 to the present. Topics include the nature of fascism, development of Stalinist Russia, outbreak of World War II, origins of the Cold War, and the economic reconstruction and integration of Western Europe since 1945. *Prerequisite: History 11 or consent of instructor. Alternate years.*

25 FRENCH REVOLUTION AND NAPOLEON

An analysis of the political, social, and intellectual background of the French Revolution, a survey of the course of revolutionary development, and an estimate of the results of the Napoleonic conquests and administration. *Prerequisite: History 10 or consent of instructor. Alternate years.*

26 COLONIAL AMERICA AND THE REVOLUTIONARY ERA

The establishment of British settlements on the American continent, their history as colonies, the causes and events of the American Revolution, the critical period following independence, and proposal and adoption of the United States Constitution. *Alternate years.*

27 20TH CENTURY UNITED STATES

This course begins with the Progressive Era and includes the political, economic, and social developments in the 20th Century. Emphasis will be placed on the domestic and international demands which have faced the United States in the period following World War II.

28 AFRO-AMERICAN HISTORY

A study of the experiences and participation of Afro-Americans in the United States. The course includes historical experiences such as

slavery, abolition, reconstruction, and urbanization. It also raises the issue of the development and growth of white racism, and the effect of this racism on contemporary Afro-American social, intellectual, and political life. *Alternate years.*

31 HISTORY OF RUSSIA

A survey of Russian history emphasizing the rise of Moscow and the reasons for the failure of the Tzarist regime to overcome successfully the challenge of the modern world. *Prerequisite: History 11 or consent of instructor. Alternate years.*

32 HISTORY OF THE SOVIET UNION

An intensive study of the political, economic, and social history of the Soviet Union emphasizing the reasons for the Bolshevik victory, 1917-21, the origins and nature of the Stalinist regime, Soviet industrialization, and the development of post-Stalinist Russia. *Prerequisite: History 11 or consent of instructor. Alternate years.*

33 CONFLICT IN WESTERN CIVILIZATION

An in-depth study of the changing nature of war and its relationship to the development of Western Civilization since the end of the Middle Ages. Particular emphasis will be placed on the role of war in the development of the modern nation state and the origins and nature of total war. *Alternate years.*

34 DIPLOMATIC HISTORY OF EUROPE SINCE 1789

A survey of the development of the European states system and the relations between the European states since the beginning of the French Revolution. *Prerequisite: History 11 or consent of instructor. Alternate years.*

36 SUB-SAHARAN AFRICA

The course is a survey from prehistoric times to the present. Special emphasis is placed upon pre-colonial African societies, the slave trade, European exploration and imperialism, the impact of colonialism upon African societies, economic development and exploitation of the colonies, and the roots of African nationalism. *Alternate years.*

37 AGE OF JEFFERSON AND JACKSON

The theme of the course is the emergence of the political and social characteristics that shaped modern America. The personalities of Thomas Jefferson, John Marshall, John Randolph, Aaron Burr, and Andrew Jackson receive special attention. Special consideration is given to the first and second party systems, the decline in community cohesiveness, the westward movement, and the growing importance of the family as a unit of social organization. *Alternate years.*

38 CIVIL WAR AND RECONSTRUCTION

The problems and events leading to war, the political and military history of the war, and the bitter aftermath to the Compromise of 1877.

39 20TH CENTURY UNITED STATES RELIGION

The study of historical and cultural developments in American society which relates to religion or is commonly called religion. This involves consideration of the institutional and intellectual development of several faith groups as well as discussion of certain problems, such as the persistence of religious bigotry and the changing modes of Church-State relationships. *Alternate years.*

40 HISTORY OF RENAISSANCE THOUGHT

A study of the classical, humanist, and scholastic elements involved in the development of the Renaissance outlook views, and values, both in Italy and in Northern Europe. The various combinations of social and political circumstances which constitute the historical context of these intellectual developments will be noted. *Alternate years.*

41 HISTORY OF REFORMATION THOUGHT

A study of the ideas and systems of ideas propounded prior to the Reformation but which are historically related to its inception and of the ideas and systems of ideas involved in the formation of the major Reformation, Protestant traditions and in the Catholic Reformation. Included are the ideas of the humanists of the Reformation Era. *Alternate years.*

42 UNITED STATES SOCIAL AND INTELLECTUAL HISTORY TO 1877

A study of the social and intellectual experience of the United States from its colonial antecedents through reconstruction. Among the topics considered are Puritanism, Transcendentalism, Community Life and Organization, Education and Social Reform Movements. *Prerequisite: 2 courses from History 12, 13, 28 or consent of instructor.*

43 UNITED STATES SOCIAL AND INTELLECTUAL HISTORY SINCE 1877

A study of the social and intellectual experience of the United States from reconstruction to the present day. Among the topics considered are Social Darwinism, Pragmatism, Community Life and Organization, Education and Social Reform Movements. *Prerequisite: 2 courses from History 12, 13, 28, or consent of instructor.*

45 HISTORICAL METHODS

This course focuses on the nature and meaning of history. It will open to the student different historical approaches and will provide the opportunity to explore these approaches in terms of particular topics and periods. Majors are required to enroll in this course in either their Junior or Senior year. The course is open to other students who have two courses in history or consent of the instructor.

70-79 INTERNSHIP (See Index)

Typically, history interns work for local government agencies engaged in historical projects or in the County Historical Museum.

80-89 INDEPENDENT STUDY (See Index)

Recent topics include studies of the immigration of American blacks, political dissension in the Weimer Republic, Indian relations before the American Revolution and the history of Lycoming County.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

Two recent projects were the Germans in Pennsylvania Politics, 1878-1938 and the Reign of Tiglath Pileser I (1116-1075 B.C.).

INTERNATIONAL STUDIES

Assistant Professor: Larson (Coordinator)

This major in International Studies is designed to integrate an understanding of the changing social, political, and historical environment of Europe today with study of Europe in its relations to the rest of the world, particularly the United States. It stresses the international relations of the North Atlantic Community and offers the student opportunity to emphasize either European studies or international relations. The program provides multiple perspectives on the cultural traits that shape popular attitudes and institutions. Study of a single country is included as a data-base for comparisons, and study of its language as a basis for direct communication with its people.

The program is intended to prepare a student either for graduate study or for careers which have an international component. International obligations are increasingly assumed by governmental agencies and a wide range of business, social, religious, and educational organizations. Opportunities are found in the fields of journalism, publishing, communications, trade, banking, advertising, management, and tourism. The program also offers flexible career preparation in a variety of essential skills such as research, data analysis, report writing, language skills, and the awareness necessary for dealing with people and institutions of another culture. Preparation for related careers can be obtained through the guided selection of courses outside the major in the areas of Business, Economics, Foreign Languages and Literatures, Government, History, and International Relations; or through a second major. Students should design their programs in consultation with members of the committee on International Studies and other departments.

By completing 6-8 additional courses in the social sciences (which include those courses needed to complete a major in Economics, History, Political Science or Sociology/Anthropology) and the required program in Education, students can be certified for the teacher education program in Social Studies. By completing a major in the foreign language (5 more courses) and the Education program, students can be certified to teach that language. The International Studies program also encourages participation in study abroad programs, as well as the Washington International Semester, and the United Nations Semester.

The major includes eleven courses selected as follows:

International Relations Courses—Four or two courses (if two, then four must be taken from Area Courses). Courses within this group are designed to provide a basic understanding of the international system and of Europe's relations with the rest of the world. Political Science 25 is required

Political Science 25 World Politics
Economics 43 International Trade
History 34 European Diplomatic History
Political Science 43 International Organization

Area Courses—Four or two courses (if two, then four must be taken from International Relations Courses). Courses within this group are designed to provide a basic understanding of the European political, social, and economic environment. History 11 and Economics 22 are required

History 11 Europe 1815-Present
Economics 22 Economic Systems of the West
Political Science 20 European Politics
History 23 20th Century Europe to 1929
History 24 20th Century Europe Since 1929

National Courses

Language—Two courses in one language.

French 20, plus one course numbered 23 or above (except 28)
German 20, plus one course numbered 31 or above
Spanish 20, plus one course numbered 31 or above

Country—One course. The student must select, according to his or her language preparation, one European country which will serve as a special interest area throughout the program. The country selected will serve as the base for individual projects in the major courses, wherever possible.

France—French 28 Modern France
Germany—History 80 Topics in German History
Spain—Spanish 28 Contemporary Hispanic Life

Elective Course—One course which should involve further study of some aspect of the program. Appropriate courses are any Area or International Relations Courses not yet taken. History 10, 32, 33; Economics 23, 45; Political Science 37, 38, 39, 46, related foreign literature courses counting toward the Fine Arts requirement, and internships.

49 SENIOR SEMINAR

A one-semester seminar, taken in the senior year, in which students and several faculty members will pursue an integrative topic in the field of International Studies. Students will work to some extent independently. Guest speakers will be invited. The seminar will be open to qualified persons from outside the major and the college. *Prerequisite: Consent of the instructor.*

LITERATURE

Associate Professor: Maples (Coordinator)

This major recognizes literature as a distinct discipline beyond national boundaries and combines the study of any two literatures in the areas of English, French, German, Russian, and Spanish. You can thus explore two literatures widely and intensively at the upper levels of course offerings within each of the respective departments while developing and applying skills in foreign languages. The major prepares you for graduate study in either of the two literatures studied or in Comparative Literature.

The major requires at least six literature courses, equally divided between the two literatures concerned. The six must be at the advanced level as determined in consultation with advisors (normally courses numbered 20 and above in English and 40 and above in Foreign Languages). In general, two of the advanced courses in each literature should be period courses. The third course, taken either as a regular course or as independent study, may have as its subject another period, a particular author, genre, or literary theme, or some other unifying approach or idea. Beyond these six, the major must include at least two additional courses from among those counting toward a major in the departments involved. Any prerequisite courses in the respective departments (for example, English 14, 15, 16, 17, French 23, German 33, 34) should be taken during the Freshman and Sophomore years. You should design your program in consultation with a faculty member from each of the literatures concerned. Programs for the major must be approved by the departments involved.

MASS COMMUNICATIONS

Associate Professor: Madden (Coordinator)

The major in Mass Communications offers a liberal arts background and a professional sequence through a combination of courses from the departments of Art, Business Administration, English, Political Science, Sociology-Anthropology and the Broadcasting and Graphic Arts departments of the Williamsport Area Community College. The program assures a broadly based academic foundation with special competency in a selected concentration, plus career orientation in a specific area.

Students must:

1. Successfully complete one of the following sequences:

Advertising
Advertising Design-Photography
Broadcast Journalism
Newspaper
Public Relations

2. Take a concentration of at least four courses related to the student's program in a single department of the college, in consultation with the chairman of that department. If the student concentrates in a department represented in the sequence chosen, the student must take at least three courses which are not included in that sequence.

3. Successfully complete an internship or independent study related to the sequence chosen.

Advertising Sequence:

Comm. 10	Introduction to Mass Communications
Bus. 28-29	Marketing Management
Bus. 32	Advertising Principles
Bus. 47	Creative Advertising
P.S. 48	Public Opinion and Polling <i>or</i>
Soc. 47	Research Methods
G.A. 13	Layout and Design
G.A. 14	Principles of Typographic Design

Choose two courses from the following with consent of advisor:
Art 11, Art 27, Br. 20, Eng. 18, Eng. 31 *or* Eng. 32.

Advertising Design-Photography Sequence:

Comm. 10	Introduction to Mass Communications
Art 11	Drawing
Art 15	Two-dimensional Design
Art 63	Color Theory
Art 27	Photography
Bus. 32	Advertising Principles
G.A. 13	Layout and Design
G.A. 14	Principles of Typographic Design
G.A. 27	Film Assembly and Plate Making

Choose two courses from the following with consent of advisor:
Art 16, Art 37, Art 21, Bus. 47, Eng. 31 *or* Eng. 32.

Broadcast Journalism Sequence:

Comm. 10	Introduction to Mass Communications
Eng. 24	News Writing for Radio and TV
P.S. 34	Political News Writing
P.S. 48	Public Opinion and Polling
Thea. 1	Principles of Oral Communication

Br. 14	Station Management and Community Responsibility
Br. 21	In-Service Training I
Br. 22	In-Service Training II

Choose two courses from the following with consent of advisor:
Art 27, P.S. 11, P.S. 32, Psych. 30, Soc. 34.

Newspaper Sequence:

Comm. 10	Introduction to Mass Communications
Eng. 23	News Writing for the Print Media
P.S. 34	Political News Writing
P.S. 11	State and Local Government
P.S. 48	Public Opinion and Polling
Art 27	Photography
G.A. 14	Principles of Typographic Design

Choose two courses from the following with consent of advisor:
Art 37, Eng. 22, Eng. 24, P.S. 32, Psych. 30, Soc. 34.

Public Relations Sequence:

Comm. 10	Introduction to Mass Communications
Eng. 23	News Writing for the Print Media
Eng. 37	Public Relations and Publicity
Bus. 28-29	Marketing Management
P.S. 48	Public Opinion and Polling <i>or</i>
Soc. 47	Research Methods
Art 27	Photography

Choose two courses from the following with consent of advisor:
Art 37, Bus. 32, Eng. 18, Eng. 24, Psych. 30.

10 INTRODUCTION TO MASS COMMUNICATIONS

Part 1: Theories of the process of mass communications and introduction to the mass media; attention will be given to problems of censorship and media ethics. Part 2: Analysis of the mass media's impact on society; emphasis will be placed on the social, psychological and political implications of the media's shaping influence on man and institutions.

Through special arrangement, the following courses offered at the Williamsport Area Community College are available to students in the Mass Communications major *only*. The WACC courses are taken as part of the student's semester schedule and are listed with Lycoming offerings during registration periods.

GRAPHIC ARTS

13 LAYOUT AND DESIGN

Analysis of materials, tools and techniques used in preparation of copy for reproduction; paste-up and color separation overlays. 4 Cr.

14 PRINCIPLES OF TYPOGRAPHIC DESIGN

Training in conventional and modern layouts as applied to solution of problems in printing typography. 4 Cr.

27 FILM ASSEMBLY AND PLATEMAKING

A study and application of various methods of assembling negatives and positives in the form of flats in preparation for making offset plates. Theory and application relating to various types of plates and processing procedures and register requirements of stripping and platemaking. 4 Cr.

BROADCASTING

14 STATION MANAGEMENT AND COMMUNITY RESPONSIBILITY

Study of problems related to serving community needs while making a profit; ratio of advertising to program time; character of station; meeting community responsibility through community interest programs; responsible use of editorial privilege. 3 Cr.

20 BROADCAST ADVERTISING

The impact of advertising and its history in American culture is studied. The phases of marketing analysis along with media selection are examined. Preparation of radio and TV advertising are a large part of student activity. 3 Cr.

21 IN-SERVICE TRAINING I

Supervised work with the Office of College Information in the preparation of typed news releases for local radio stations, or assignments to the College's closed-circuit television production teams. 2 Cr.

22 IN-SERVICE TRAINING II

Advanced work with the Office of College Information in the preparation of "public service" programs for local radio stations, or more responsible assignments on closed-circuit television.

70-79 INTERNSHIP (See Index)

Interns usually work off campus in a field related to their communications sequence; some may work with the student newspaper or radio station.

80-89 INDEPENDENT STUDY (See Index)

Studies involve research related to the communications sequence of the student.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

MATHEMATICS

Associate Professor: Getchell (Chairman)

Assistant Professor: Cantor, Foreman, Henninger, Hubbard

Part-time Instructor: Alford

A major consists of ten courses numbered 10 or above: Mathematics 18, 19, 20, 24, 42, either 34 or 35, and three other courses numbered above 20 must be included. Students seeking secondary certification in mathematics are required to complete Math 30, 34, and 36 and are advised to enroll in Philosophy 26. All majors are advised to elect Philosophy 24 and 36 and Physics 25. In addition to the courses listed below, special courses are occasionally available—recent topics include: Data Structures, Theory of Numbers, History of Mathematics, Graph Theory, Discrete Probability and Optimization Theory.

1 MODELING REALITY

This course consists of two parts, each lasting one-half semester. One part will study the central ideas of the calculus, its historical development and some of its modern applications. The other part will take a similar approach to various finite models. In both parts, the primary emphasis will be on what can be done with mathematics, rather than how to do it. The main goal of the course is to increase the students' awareness of the impact of mathematics upon society today.

2 QUANTIFYING REALITY

This course consists of two parts, each lasting one-half semester. One part will study the role of statistics in society today. The other part will take a similar approach to digital computers. In both parts the primary emphasis will be on what can be done, rather than how to do it. The main goal of this course is to make the student aware of the growing influence which statistical analysis and the uses of digital computers are likely to have on society in the near future.

5 BASIC ALGEBRA

Review of arithmetic and decimal numerals, fractions, the real number line, factoring, solutions to linear and quadratic equations, graphs of linear and quadratic functions, expressions with rational exponents, algebraic functions, exponential functions, and inequalities. THIS COURSE IS LIMITED TO STUDENTS PLACED THEREIN BY THE MATHEMATICS DEPARTMENT.

7 MODERN ELEMENTARY GEOMETRY AND NUMBER THEORY

This course is intended for prospective elementary school teachers and is required of all those seeking elementary certification. Topics include the development of the real number system and its larger subsystems, computational algorithms, axiomatic systems, measurement, shape and symmetry. *Co-requisite: Any Education course numbered 30 or*

above which is specifically required for Elementary Certification and application to the Elementary Professional Semester, or consent of Instructor. Alternate years.

9 INTRODUCTION TO CALCULUS

An intuitive approach to the calculus concepts with applications to business, biology, and social science problems. Not open to students who have completed Mathematics 18. *Prerequisite: Credit for or exemption from Mathematics 5. Alternate years.*

12 FINITE MATHEMATICS FOR DECISION MAKING

An introduction to some of the principal mathematical models, not involving calculus, which are used in Business Administration, social sciences and operations research. The course will include both deterministic models, such as graphs, networks, linear programming and voting models and probabilistic models such as Markov chains and games. *Prerequisite: credit for or exemption from Mathematics 5.*

13 INTRODUCTION TO STATISTICS

Describing distributions of measurements, probability and random variables, binomial and normal probability distributions, statistical inference from small samples, linear regression and correlation, analysis of enumerative data. *Prerequisite: credit for or exemption from Mathematics 5.*

15 COMPUTER SCIENCE

Study of mathematics relevant to computing. A survey of machine and symbolic programming. Introduction to FORTRAN IV programming. Includes laboratory experience on an IBM 1130. *Prerequisite: credit for or exemption from Mathematics 5.*

17 PRECALCULUS MATHEMATICS

The study of logarithmic, exponential, trigonometric, polynomial and rational functions, their graphs and elementary properties. *Prerequisite: credit for or exemption from Mathematics 5.*

18 CALCULUS WITH ANALYTIC GEOMETRY I

Differentiation of algebraic functions, graphing plane curves, applications to related rate and extremal problems, integration of algebraic functions, areas of plane regions, volumes of solids of revolution, and other applications. *Prerequisite: A grade of C or better in Mathematics 17 or its equivalent, or consent of instructor.*

19 CALCULUS WITH ANALYTIC GEOMETRY II

Differentiation and integration of transcendental functions, parametric equations, polar coordinates, the conic sections and their applications, infinite sequences and series expansions. *Prerequisite: A grade of C or better in Mathematics 18 or consent of instructor.*

20 MULTIVARIATE CALCULUS WITH MATRIX ALGEBRA

Vectors, linear transformations and their matrix representations, determinants, matrix inversion, solutions to systems of linear equations, differentiation and integration of multivariate functions, vector field theory and applications. *Prerequisite: A grade of C or better in Mathematics 19, or consent of instructor.*

21 DIFFERENTIAL EQUATIONS

A study of ordinary differential equations and their applications: first order linear differential equations, the Picard Existence Theorem, solution by separation of variables, solution by numerical methods; second order linear differential equations, solution by variation of parameters, solution by power series, solution by Laplace transforms; systems of first order equations, solutions by eigenvalues; qualitative theory, stability theory, asymptotic behavior, and the Poincare-Bendixon theorem. Besides the usual applications in physics and engineering, considerable attention will be given to modern applications in the social and life sciences. *Prerequisite: A grade of C or better in Mathematics 19, or consent of instructor. Alternate years.*

23 COMPLEX VARIABLES

Complex numbers, analytic functions, complex integration, Cauchy's theorems, and their applications. *Co-requisite: Mathematics 20. Alternate years.*

24 FOUNDATIONS OF MATHEMATICS

Topics regularly included are the nature of mathematical systems, essentials of logical reasoning, and axiomatic foundations of set theory. Other topics frequently included are approaches to the concepts of infinity and continuity, and the construction of the real number system. The course serves as a bridge from the elementary calculus to advanced courses in algebra and analysis. *Prerequisite: Mathematics 19, or consent of Instructor.*

30 TOPICS IN GEOMETRY

An axiomatic treatment of Euclidean geometry, and an introduction to related geometries. *Prerequisite: Mathematics 18. Alternate years.*

31 INTRODUCTION TO NUMERICAL ANALYSIS

Study and analysis of tabulated data leading to interpolation, numerical solution of equations and systems of equations, numerical integration. *Co-requisite: Mathematics 20. Prerequisite: Mathematics 15. Alternate years.*

32-33 MATHEMATICAL STATISTICS I-II

A study of probability, discrete and continuous random variables, expected values and moments, sampling, point estimation, sampling dis-

tributions, interval estimation, test of hypotheses, regression and linear hypotheses, experimental design models. *Prerequisite: Mathematics 19. Alternate years.*

34 ABSTRACT ALGEBRA

An introduction to groups, rings, and fields. *Prerequisite: Mathematics 24.*

35 LINEAR ALGEBRA

An introduction to vector spaces and linear transformations. *Prerequisite: Mathematics 20. Alternate years.*

36 CONCEPTS OF MATHEMATICS IN SECONDARY EDUCATION

A course designed for mathematics majors who are planning to teach at the secondary level. Emphasis will be placed on the mathematics that forms the foundation of secondary mathematics. Ideas will be presented to familiarize the student with various curriculum proposals, to provide for innovation within the existing curriculum and to expand the boundaries of the existing curriculum. *Open only to junior and senior math majors enrolled in the secondary education program. Alternate years.*

42 REAL ANALYSIS

A rigorous analysis of the basic concepts of real variable calculus: the real number system as a complete, ordered field; the topology of Euclidean space, compact sets, the Heine-Borel Theorem; continuity; the Intermediate Value Theorem; derivatives, the Mean Value Theorem; Riemann integrals, the Fundamental Theorem of Calculus; infinite series, and Taylor's theorem. *Prerequisite: Mathematics 24.*

70-79 INTERNSHIP (See Index)

Interns with computer science and statistics background have helped other institutions do research on their data.

80-89 INDEPENDENT STUDY (See Index)

The department will consider any topic of interest to a qualified student. Recently completed studies focused on data structures, computer graphics, designs of geodesic domes and integer programming.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

One student produced an Honors paper entitled "Construction of Rings from Bounded Modular Lattices." This project helped prepare the student for graduate study in mathematics.

MUSIC

Professor: Morgan (Chairman)

Associate Professor: Russell, Sheaffer

Assistant Professor: Thayer

A major consists of eight courses numbered 10 and above. Each major must complete one-half unit of applied music each semester as follows: participation in an ensemble (67, 68, 69), and three half-hour music lessons (60 to 66), or their equivalent.

1-2 INTRODUCTION TO MUSIC

A basic course for those with or without musical training designed to develop perceptive listening. Through extensive guided listening, the student becomes familiar with much serious music of our tradition.

10-11 MUSIC THEORY I AND II

For the student major or non-major, wishing to develop musicianship, particularly in the areas of theory, sight-singing, and ear training.

20-21 MUSIC THEORY III AND IV

A continuation of the integrated course moving toward newer uses of musical materials. *Prerequisite: Music 11. Alternate years.*

28 COUNTERPOINT

A study of the five species in two, three, and four-part writing. *Alternate years.*

29 ORCHESTRATION

A study of modern orchestral instruments, and examination of their use by the great masters with practical problems in instrumentation. *Alternate years.*

30 COMPOSITION

Creative writing in smaller vocal and instrumental forms. The college musical organizations serve to make performance possible. *Alternate years.*

31 CONDUCTING

A study of the fundamentals of conducting with frequent opportunity for practical experience. *Alternate years.*

32 ELECTRONIC MUSIC I

The course involves learning the function and operational techniques of the components of an electronic music studio. The modules involved in-

clude tape recorders and signal generators. Tape recording techniques from the beginning stages through advanced use of quad-radial stereo sound are involved. In addition, the operation and understanding of various wave forms, individually and collectively, will be included.

33 ELECTRONIC MUSIC II

Continuation of Music 32.

35 MUSIC HISTORY AND LITERATURE TO J.S. BACH

A study of our music from its roots to the early 18th century, with particular emphasis on late Medieval, Renaissance, and early and middle Baroque. No prerequisite. *Alternate years.*

36 MUSIC HISTORY AND LITERATURE OF THE 18TH CENTURY

The late Baroque, Rococo, and Classical periods are examined with particular emphasis on J.S. Bach, Handel, Mozart, Haydn, and early Beethoven, as well as Corelli, Vivaldi, the sons of Bach, and the French school. *Prerequisite: Music 2, or consent of the instructor. Alternate years.*

42 ELECTRONIC MUSIC III

A continuation of the processes begun in Music 32 and 33, plus the addition of the study of and practice in the use of various methods of signal modification. Also included is the study of form in electronic music. *Prerequisite: Music 33.*

43 ELECTRONIC MUSIC IV

A study of mixing and equalization techniques as applied to multiple track electronic music composition. *Prerequisite: Music 42.*

45 MUSIC HISTORY AND LITERATURE OF THE 19TH CENTURY

A study of the music of the Romantic period with emphasis on Beethoven, Schubert, Chopin, Berlioz, Liszt, Schumann, Brahms, Wagner, Verdi, Tchaikowsky and others. Close examination of short lyric forms, program music, opera, as well as sonata genre. *Prerequisite: Music 2 or consent of instructor. Alternate years.*

46 MUSIC HISTORY AND LITERATURE OF THE 20TH CENTURY

Beginning with a unit on Debussy, Strauss, Mahler, and Sibelius, this course traces some of the main currents in the music of our time. Emphasis given to such composers as Stravinsky, Bartok, Prokofiev, Shostakovich, Berg, Copland, Ives, Gershwin and others. *Prerequisite: Music 2 or consent of the instructor. Alternate years.*

APPLIED MUSIC

The study of performance in Piano, Voice, Organ, Strings, Brass, Woodwinds, and Percussion is designed to develop sound technique and a knowledge of the appropriate literature. Student recitals offer opportunity to gain experience in performance. Music majors or other students qualified in performance may present formal recitals.

Credit for Applied Music courses (Music 60 through 69) is earned on a fractional basis—SEE PAGE 12 for the fractional values involved. An Applied Music Course (60 series) should *NOT* be substituted for an academic course in a student's schedule but should be *IN ADDITION TO* the normal four academic courses taken per semester.

Private Instruction In:

60 Piano 62 Strings (Classical Guitar and 63 Organ 65 Woodwinds
61 Voice Other Stringed Instruments) 64 Brass 66 Percussion

67 PIANO ENSEMBLE

A course designed to explore piano literature for four and eight hands.

68 VOCAL ENSEMBLE

A course designed to enable any student possessing at least average vocal talent to study choral technique. Emphasis is placed upon tone production, diction and phrasing.

69 INSTRUMENTAL ENSEMBLE

A course directed toward developing fine ensemble music through a study of group instrumental procedures.

70-79 INTERNSHIP (See Index)

Internships in music are arranged with off-campus organizations, usually churches or businesses within the music industry.

80-89 INDEPENDENT STUDY (See Index)

Among the recent music studies topics was a study of the organ music of Olivier Messiaen and the preparation of a manual explaining the Electronic Music applications of an oscilloscope.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

Preparation of a performance edition for modern organ of selected lute music of the Spanish composer, Cadezon.



NEAR EAST CULTURE AND ARCHEOLOGY

Professor: Guerra (Coordinator)

The Near East Culture and Archeology interdisciplinary major is designed to acquaint you with the "cradle of Western civilization", both in its ancient and modern aspects. Majors will complete a minimum of eight to ten courses related to the Near East.

Required courses are described in their departmental sections and include:

1. Four courses (semesters) in language and culture from:
 - History and Culture of the Ancient Near East (Religion 28)
 - History of Art (Art 22)
 - Ancient History (History 20)
 - Old Testament Faith and History (Religion 13)
 - Judaism and Islam (Religion 24)
 - Two semesters of foreign language (Hebrew 1, 2 or Greek 1, 2)
2. Two courses (semesters) in archeology from:
 - Bible, Archeology, and Faith (Religion 46)
 - Special Archeology courses, such as independent studies or in May Term or summer sessions in the Near East.
3. Two courses (semesters) in the cooperating departments (Art, History, Political Science, Religion, and Sociology and Anthropology) or related departments. These two courses, usually taken in the junior or senior years, can be independent study. Topics should be related either to the ancient or the modern Near East and must be approved in advance by the committee supervising the interdisciplinary program. The study of modern Arabic or Hebrew is encouraged.

Other courses may be suggested by the supervisory committee within the limits of a ten-course major. The number of courses taken within this program applicable toward fulfilling the College distribution requirements will vary according to the selection of courses you make.

PHILOSOPHY

Assistant Professor: Griffith, Herring (Chairman), Whelan

Part-time Instructor: Rafalko

The study of philosophy develops a critical understanding of the basic concepts and presuppositions around which we organize our thought in science, religion, education, morality, the arts, and other human enterprises. A major in philosophy, together with appropriate other courses, can provide an excellent preparation for policy-making positions of many kinds, for graduate study in several fields, and for careers in education, law, and the ministry. The major consists of at least eight courses numbered 10 or above, at least six of which must be numbered 20 or above. These courses must include Philosophy 32 or 33, 34 or 35, and 49. In addition to the courses listed below, special courses are often offered—recent examples are philosophy in literature, bioethics, and philosophy of law.

5 PRACTICAL LOGIC

A general introduction to topics in logic and their applications to practical reasoning, with primary emphasis on detecting fallacies, evaluating inductive reasoning, and understanding the rudiments of scientific method.

11 ALTERNATIVE WORLDVIEWS

An introductory philosophical examination of some of the different ways man has attempted to understand the universe and his place in it, with particular attention to what might be called scientific, religious, and common sense worldviews. Discussion centers on apparent conflicts between worldviews and ways philosophers have suggested to resolve these conflicts.

12 THOUGHT, LANGUAGE, AND REALITY

An introductory philosophical investigation of some of the conceptual issues suggested by the following questions: What is thought? Could a machine think? Do animals think? What is the relation between thought and language? Do our words adequately express our thoughts? Must children think in order to speak or must they speak in order to think? What is the relation between language and reality? Is any language adequate to describe the world? Does language determine our conception of the world?

13 MIND, BODY, AND THE SELF

An introductory philosophical examination of some problems concerning the nature of self. The following questions are usually considered: Is the self a physical or non-physical entity? Is the self determined or free? Could the self survive the death of the body? In what does the identity of the self consist? Discussion centers on some of the suggestions philosophers have made about how to answer these questions.

14 CONTEMPORARY MORAL ISSUES

An introductory philosophical examination of a number of contemporary moral issues which call for personal decision. Topics often discussed include these: the good life, obligation to others, sexual ethics, abortion, suicide and death, violence and pacifism, obedience to the law, the relevance of beliefs to morality. Discussion centers on some of the suggestions philosophers have made about how to answer these questions.

15 ETHICS AND PUBLIC POLICY

An introductory philosophical examination of the moral dimension of various contemporary public issues, such as scientific experimentation on humans, the use of scientific discoveries, the relation of ethics to politics and the law, the enforcement of morals, the problem of fair distribution of goods and opportunities, the legitimacy of restricting the use of natural resources, and the application of ethics to business practice. Discussion centers on some of the suggestions philosophers have made about how to deal with these issues.

20 ETHICAL THEORIES

An inquiry concerning the grounds which distinguish morally right actions from morally wrong actions. Central to the course is critical consideration of the proposals and the rationale of relativists, egoists, utilitarians, and other ethical theorists. *Prerequisite: One course in philosophy, or junior or senior standing.*

21 AESTHETICS

A philosophical examination of the nature of art and aesthetic value and a consideration of some of the philosophical problems relating to various art-forms such as music, painting, poetry, and theatre. Some typical issues discussed are: What sort of reasons, if any, are appropriate in criticism? Are the arts kinds of language? Is censorship in the arts ever justifiable? *Prerequisite: One course in philosophy, or junior or senior standing. Alternate years.*

22 SOCIAL AND POLITICAL PHILOSOPHY

Of central interest is the question of the relation between human nature and the proper social and political order. Emphasis is placed on an examination of the logic of social and political thought and on the analysis of key concepts such as power, authority, freedom, law, rights, justice, and social and political obligation. *Prerequisite: One course in philosophy, or junior or senior standing.*

23 PHILOSOPHY OF SOCIAL SCIENCE

An examination of some of the philosophical issues which arise when one considers the following question: How is the study of persons—some of whom are, at least potentially, rational agents—different from, and related to, the scientific study of other natural phenomena? *Prerequisite: One course in philosophy, or junior or senior standing. Alternate years.*

24 PHILOSOPHY OF NATURAL SCIENCE

A consideration of philosophically important conceptual problems arising from reflection about natural science, including such topics as the nature of scientific laws and theories, the character of explanation, the import of prediction, the existence of “non-observable” theoretical entities such as electrons and genes, the problem of justifying induction, and various puzzles associated with probability. *Prerequisite: One course in philosophy, or junior or senior standing. Alternate years.*

25 PHILOSOPHY OF RELIGION

A philosophical examination of religion. Included are such topics as the nature of religious discourse, arguments for and against the existence of God, and the relation between religion and science. Readings from classical and contemporary sources. *Prerequisite: One course in philosophy, or junior or senior standing.*

26 PHILOSOPHY OF EDUCATION

An examination of the basic concepts involved in thought about education, and a consideration of the various methods for justifying educational proposals. Typical of the issues discussed are these: Are education and indoctrination different? Is there a role for authority in education? Are education and schooling compatible? What do we need to learn? *Prerequisite: One course in philosophy, or junior or senior standing.*

32 ANCIENT GREEK METAPHYSICS AND EPISTEMOLOGY

Primarily an examination of the metaphysical and epistemological views of Plato and Aristotle. Some attention is paid to the intellectual milieu out of which they developed. However, the main interest is on critically understanding philosophical issues raised in selected Platonic and Aristotelian texts. *Prerequisite: Two courses in philosophy, or junior or senior standing. Alternate years.*

33 ANCIENT GREEK POLITICS AND ETHICS

An examination of the political, ethical, cultural, and educational views of Socrates, Plato, and Aristotle. Considerable attention is paid to the relation between these ideas and the social and intellectual milieu out of which they developed. However, the primary emphasis is on critically understanding philosophical issues raised in selected Platonic and Aristotelian texts. *Prerequisite: Two courses in philosophy, or junior or senior standing. Alternate years.*

34 CONTINENTAL RATIONALISM

An examination of the philosophical views of the continental rationalists, with primary emphasis on the works of Descartes. In addition, the works of other rationalists, such as Spinoza and Leibniz, are usually discussed. *Prerequisite: Two courses in philosophy, or junior or senior standing. Alternate years.*

35 BRITISH EMPIRICISM AND KANT

An examination of the philosophical views of the British empiricists, such as Locke, Berkeley, and Hume, and of Kant's response to these views. *Prerequisite: Two courses in philosophy, or junior or senior standing. Alternate years.*

36 SYMBOLIC LOGIC

A study of modern symbolic logic, including truth-functional logic, the logic of propositional functions, and deductive systems. Attention is also given to various topics in the philosophy of logic. *Alternate years.*

37 PHILOSOPHY OF LANGUAGE

A careful examination of several of the philosophically important topics related to the existence and use of language, including meaning, reference, definition, synonymity, analyticity, truth, and speech acts. *Prerequisite: Two courses in philosophy, or junior or senior standing. Alternate years.*

49 DEPARTMENTAL SEMINAR

An investigation, carried on by discussions and papers, into one philosophical problem, text, philosopher, or movement. A different topic is selected each semester; recent topics include Sidgwick's ethics, religious language, Kierkegaard, legal punishment, and Wittgenstein. This seminar is designed to provide junior and senior philosophy majors and other qualified students with more than the usual opportunity for concentrated and cooperative inquiry. *Prerequisite: Consent of the instructor. This seminar may be repeated for credit.*

70-79 INTERNSHIP (See Index)

80-89 INDEPENDENT STUDY (See Index)

Recent studies in philosophy include metaethics, Nietzsche, moral education, Rawls' theory of justice, existentialism, euthanasia, and Plato's ethics.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

PHYSICAL EDUCATION

Assistant Professor: Burch (Chairman), Phillips, Whitehill
Instructor: Holmes

1 PHYSICAL EDUCATION

Coeducational physical education classes. Basic instructions in fundamentals, knowledge, and appreciation of sports that include swimming, tennis, bowling, volleyball, archery, field hockey, soccer, golf, badminton, modern dance, skiing, elementary games (for elementary teachers), toneastics, physical fitness, and other activities. Orienteering backpacking, cross country skiing, alpine skiing, jogging, and cycling are offered on a contract basis. Beginning swimming is required for all nonswimmers. Students may select any activity offered. A reasonable degree of proficiency is required in the activities in which students choose to participate. Emphasis is on the potential use of activities as recreational and leisure-time interests. Two semesters of physical education (two hours per week) are required. All physical education classes are open to both men and women.

POLITICAL SCIENCE

Professor: Jose
Associate Professor: Giglio (Chairman)
Assistant Professor: Grogan, Roskin

The major is designed to provide a systematic understanding of government and politics at the international, national, state, and local levels. Majors are encouraged to develop their faculties to make independent, objective analysis which can be applied to the broad spectrum of the social sciences.

Although the political science major is not designed as a vocational major, students with such training may go directly into government service, journalism, teaching, or private administrative agencies. A political science major can provide the base for the study of law, or for graduate studies leading to administrative work in federal, state, or local government, international organizations, or college teaching. Students seeking certification to teach secondary school social studies may major in political science but should consult their advisors and the education department. *Washington National* and *International Semesters* are available at The American University and a *United Nations Semester* at Drew University.

A major consists of eight political science courses, including Political Science 15 and at least one course in each of the five areas (A to E) below. Students entering the major as juniors or seniors may, with departmental permission, substitute Political Science 20, European Politics, for Political Science 15. To encourage familiarity with other social sciences, at least two courses must be completed from the following: American Studies 10; Business 35 and 36 (recommended for pre-law); Economics 10, 11, 32, 45; History 24, 32, 33, 34; Philosophy 22; Sociology and Anthropology 26, 38.

15 INTRODUCTION TO POLITICS

The behavior and misbehavior of the political animal, man. Why he forms political communities, how he may improve them, and how he may destroy them. *Required of all political science majors; open to a limited number of other interested students.*

A. AMERICAN GOVERNMENT

10 GOVERNMENT AND POLITICS IN THE UNITED STATES

An introduction to American national government which emphasizes both structural-functional analysis and policymaking processes. In addition to the legislative, executive and judicial branches of government, attention will be given to political parties and interest groups, elections and voting behavior, and constitutional rights. Recommended to all Social Science Education majors and to those students who have had inadequate or insufficient preparation in American government.

11 STATE AND LOCAL GOVERNMENT

An examination of the general principles, major problems, and political processes of the states and their subdivisions, together with their role in a federal type of government.

30 THE AMERICAN CONSTITUTIONAL SYSTEM

An analysis of the Supreme Court in the American system of government with some attention paid to judicial decisionmaking. Topics include: judicial review, federalism, constitutional limits on legislative and executive powers, elections and representation.

31 CIVIL RIGHTS AND LIBERTIES

What are our rights and liberties as Americans? What should they be? A frank discussion of the nature and scope of the constitutional guarantees, First Amendment rights, the rights of criminal suspects and defendants, racial and sexual equality, and equal protection of the laws. Students will read and brief the more important Supreme Court decisions.

33 BUREAUCRACY AND PUBLIC ADMINISTRATION

What is a bureaucracy? Why and how do bureaucracies arise? What has been the political impact of growth of bureaucracy in government? These questions, among others, will be considered in this examination of public bureaucracies. *Alternate years.*

B. AMERICAN POLITICS

22 POLITICAL PARTIES AND INTEREST GROUPS

An examination of the history, organization, functions, and methods of American political parties. Special attention is devoted to the role of organized interest groups in the political process.

23 AMERICAN PRESIDENCY

A study of the office and powers of the president with analysis of his major roles as chief administrator, legislator, political leader, foreign policy maker, and commander-in-chief. Special attention is given to those presidents who led the nation boldly.

24 THE LEGISLATIVE PROCESS

A study of the role of the legislature in the framework of the national and state governments. Consideration of the influence of the parties, pressure groups, public opinion, constituencies, the "committee system", the "administration" and the constitution in the lawmaking process. *Alternate years.*

32 THE POLITICS OF CITIES AND SUBURBS

An examination of the history, legal basis, power, forms, services, and problems of the cities and their suburbs, with special reference to current experiments in the solution of the problems of metropolitan areas.

C. POLITICAL THEORY AND METHODOLOGY

35 LAW AND SOCIETY

An examination into the nature, sources, functions, and limits of law as an instrument of political and social control. Included for discussion are legal problems pertaining to the family, crime, deviant behavior, poverty, and minority groups. *Alternate years.*

46 CONTEMPORARY POLITICAL IDEOLOGIES

The growth, development and current status of liberalism, conservatism, nationalism, socialism, communism, and fascism. *Alternate years.*

47 THE AMERICAN POLITICAL TRADITION

An examination of the significant ideas which have shaped the American political tradition from their European origins to the present, with emphasis on the influence of these ideas in the development of American democracy. Special attention will be paid to an analysis of contemporary ideological movements: Black Power, New Left, and Radical Feminism. *Alternate years.*

48 PUBLIC OPINION AND POLLING

A course dealing with the general topic and methodology of polling. Content includes exploration of the processes by which people's political opinions are formed, the manipulation of public opinion through the uses of propaganda, and the American response to politics and political issues.

D. COMPARATIVE POLITICS

20 EUROPEAN POLITICS

A study of the political systems of East and West Europe with emphasis on comparison and patterns of government. The course will review politics in Northern (Britain, West Germany, Sweden), Latin (France, Italy, Spain) and Eastern (Soviet Union, East Germany, Yugoslavia) Europe and attempt to find underlying similarities and differences.

36 THE SOVIET POLITICAL SYSTEM

The political theory and practice of the Soviet Union, including some comparison with other Communist states such as China and Yugoslavia. *Alternate years.*

38 POLITICS OF DEVELOPING AREAS

The causes and possible cures for socio-political backwardness in Asia, Africa, and Latin America. *Alternate years.*

E. INTERNATIONAL RELATIONS

25 WORLD POLITICS

Why is there war? An introduction to international relations with emphasis on the varieties of conflicts which may grow into war.

37 COMMUNIST STRATEGIES AND TACTICS

The foreign policies of the various Communist states; the breakup of monolithic communism into national-interest communism as practiced by the Soviet Union, China, Romania, and Yugoslavia. *Alternate years.*

39 AMERICAN FOREIGN POLICY

The U.S. role in the world in geographic, strategic, historical, and ideological perspectives, plus an examination of the domestic forces shaping U.S. policy. *Alternate years.*

43 INTERNATIONAL ORGANIZATION

An examination of structure and function of the League of Nations and particularly the United Nations with emphasis on activities related to the maintenance of international peace and security. *Alternate years.*

F. NON-AREA ELECTIVES

34 POLITICAL NEWSWRITING

A workshop course in the reporting and rewriting of public affairs at the local, national and international levels. There will be neither texts nor examinations, but short written assignments will be due every class meeting. *Alternate years.*

G. SPECIAL PROGRAMS

70-79 INTERSHIPS (See Index)

Students may receive academic credit for serving as interns in structured learning situations with a wide variety of public and private agencies and organizations. Students have served as interns with the Public Defender's Office, the Lycoming County Court Administrator, and the Williamsport City Government.

80-89 INDEPENDENT STUDY (See Index)

Current studies relate to elections—local, state, and federal—while past studies have included Soviet and world politics.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

PSYCHOLOGY

Professor: Hancock (Chairman)

Assistant Professor: Berthold, Salley

A major consists of Psychology 10, 20, 21, 22, and four other psychology courses. Mathematics 13 is also required. In addition to the departmental requirements, majors are urged to include courses in Animal Physiology, Sociology, and the Mathematics option of the distribution requirements.

10 INTRODUCTORY PSYCHOLOGY

An introduction to the empirical study of human and other animal behavior. Areas considered may include: learning, personality, social, physiological, sensory, cognition, and developmental.

15 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

The application of the principles and methods of psychology to selected organizational and industrial situations. *Prerequisite: Psychology 10.*

16 ABNORMAL PSYCHOLOGY

An introduction to the patterns of deviant behavior with emphasis on cause, function, and treatment. The various models for the conceptualization of abnormal behavior are critically examined. *Prerequisite: Psychology 10.*

20 SENSORY EXPERIMENTAL PSYCHOLOGY

The examination of psychophysical methodology and basic neurophysiological methods as they are applied to the understanding of sensory processes. *Prerequisite: Psychology 10; Mathematics 13.*

21 LEARNING EXPERIMENTAL PSYCHOLOGY

Learning processes. The examination of the basic methods and principles of animal and human learning. *Prerequisite: Psychology 10; Mathematics 13.*

22 PERSONALITY THEORY

Theories of personality. A comparison of different theoretical views on the development and functioning of personality. Examined in detail are three general viewpoints of personality: psychoanalytic, stimulus-response (behavioristic), and phenomenological. *Prerequisite: Psychology 10.*

30 SOCIAL PSYCHOLOGY

An examination of behavior in social contexts including motivation, perception, group processes and leadership, attitudes, and methods of research. *Prerequisite: Psychology 10.*

31 DEVELOPMENTAL PSYCHOLOGY

A study of the basic principles of early human growth and development. *Prerequisite: Psychology 10.*

32 ADOLESCENT PSYCHOLOGY

The study areas will include theories of adolescence; current issues raised by as well as about the "generation of youth"; research findings bearing on theories and issues of growth beyond childhood; and self-exploration. *Prerequisite: Psychology 10.*

33 PHYSIOLOGICAL PSYCHOLOGY

An introduction to the physiological psychologist's method of approach to the understanding of behavior as well as the set of principles that relate the function and organization of the nervous system to the phenomena of behavior. The course emphasis is on the relationship between brain function and the physiological bases of learning, perception, and motivation. Laboratory experience includes both behavioral testing and basic small-animal neurosurgical technique as well as histological methodology. *Prerequisite: Psychology 20 or Biology 23, and Mathematics 13.*

34 PRINCIPLES OF MEASUREMENT

Psychometric method and theory, including scale transformation, norms, standardization, validation procedures and estimation of reliability. *Prerequisite: Psychology 10, Mathematics 13.*

35 HISTORY AND SYSTEMS OF PSYCHOLOGY

The growth of scientific psychology and the theories and systems that have accompanied its development. *Prerequisite: 4 courses in Psychology.*

37 COGNITION

An investigation of human mental processes along the two major dimensions of directed and undirected thought. Topic areas include: recognition, attention, conceptualization, problem-solving, fantasy, language, dreaming, and creativity. *Prerequisite: Psychology 10.*

38 EDUCATIONAL PSYCHOLOGY

An introduction to the empirical study of the teaching-learning process. Areas considered may include educational objectives, pupil and teacher characteristics, concept learning, problem solving and creativity, attitudes and values, motivation, retention and transfer, and evaluation and measurement. *Prerequisite: Psychology 10 or consent of instructor.*

39 BEHAVIOR MODIFICATION

A detailed examination of the applied analysis of behavior. Focus will be on the application of experimental method to the individual clinical case. The course will cover targeting behavior, base-rating, intervention strategies and outcome evaluation. Learning based modification techniques such as contingency management, counter-conditioning, extinction, discrimination training, aversive conditioning and negative practice will be examined. *Prerequisite: Psychology 21.*

40 ADVANCED EXPERIMENTAL DESIGN

Consideration of a variety of designs currently used in Psychology with emphasis on the appropriate statistical analyses. *Prerequisite: Psychology 20 and 21.*

48-49 PRACTICUM IN PSYCHOLOGY

An off-campus involvement in the application of psychological skills and principles in institutional settings. The experience includes training in behavior modification and traditional counseling techniques as applied in prisons, mental health centers, and schools for the mentally retarded. Classroom training focuses on various therapeutic techniques and on the students' understanding of themselves in the counselor role. *Prerequisite: Consent of instructor.*

70-79 INTERNSHIP (See Index)

Internships give students an opportunity to relate on-campus academic experiences to society in general and to their post-baccalaureate objectives in particular. Our students have, for example, worked in prisons, public and private schools, county government, and the American Red Cross.

80-89 INDEPENDENT STUDY (See Index)

Independent Study is an opportunity for students to pursue special interests in areas for which courses are not offered. In addition, students have an opportunity to study a topic in more depth than is possible in the regular classroom situation. Studies in the past have included child abuse, counseling of hospital patients, and research in the psychology of natural disasters.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

Honors in Psychology require original contributions to the literature of Psychology through independent study. The most recent honors project was a study of the relationship between socio-economic status and visual vs. auditory learning.

RELIGION

Professor: Guerra, Rhodes

Assistant Professor: Hughes (Chairman)

A major consists of ten courses including 11, 12, 13, and 14. At least seven courses must be taken in the department. The following courses may be counted toward fulfilling the major requirements: Greek 11 and 12, Hebrew 11 and 12, History 39 and 41, Philosophy 25, and Sociology 33.

11 DEATH AND DYING

A study of death from personal, social, and universal standpoints, with emphasis upon what the dying may teach the living. Principal issues are the stages of dying, bereavement, suicide, funeral conduct, and the religious doctrines of death and immortality. Course includes, as optional, practical projects with terminal patients under professional supervision.

12 RELIGION AND THE SPIRIT OF SCIENCE

A comparison of the approaches taken by religion and science towards such topics as: evolution, psychic phenomena, primitive creation myths, modern astronomy, depth psychology, and the concept of "revelation." The role of "faith," "fact," and "intuition" in each discipline will be examined. Scientists, engineers, and technicians will be invited to share their views informally with the class.

13 OLD TESTAMENT FAITH AND HISTORY

A critical examination of the literature within its historical setting and in the light of archeological findings to show the faith and religious life of the Hebrew-Jewish community in the biblical period, and an introduction to the history of interpretation with an emphasis on contemporary Old Testament criticism and theology.

14 NEW TESTAMENT FAITH AND HISTORY

A critical examination of the literature within its historical setting to show the faith and religious life of the Christian community in the biblical period, and an introduction to the history of interpretation with an emphasis on contemporary New Testament criticism and theology.

22 PROTESTANTISM IN THE MODERN WORLD

An examination of changing Protestant thought and life from Luther to the present, against the backdrop of a culture itself rapidly changing from the Seventeenth century scientific revolution to Marxism, Darwinism, and depth psychology. Special attention will be paid to the constant interaction between Protestantism and the world in which it finds itself.

23 AFRICAN RELIGIONS

An examination of the integrated life of the Black man in Africa before it was altered by Western imperialism. We will emphasize the "religious" side of the African's life, examining the way in which it is interwoven with his daily activities, from before his birth to after his death. Some attention will be given to Western influences on this traditional lifestyle.

24 JUDAISM AND ISLAM

An examination of the rise, growth, and expansion of Judaism and Islam, with special attention given to the theological contents of the literatures of these religions as far as they are normative in matters of faith, practice, and organization. Also a review of their contributions to the spiritual heritage of mankind.

25 ORIENTAL RELIGION

A phenomenological study of the basic content of Hinduism, Buddhism, and Chinese Taoism with special attention to social and political relations, mythical and aesthetic forms, and the East-West dialogue.

28 HISTORY AND CULTURE OF THE ANCIENT NEAR EAST

A study of the history and culture of Mesopotamia, Anatolia, Syria-Palestine, and Egypt, from the rise of Sumerian culture to Alexander the Great. Careful attention will be given to the religious views prevalent in the Ancient Near East as far as these views interacted with the culture and faith of Biblical man.

30 PSYCHOLOGY OF RELIGION

A study of the broad insights of psychology in relation to the phenomena of religion and religious behavior. The course concentrates on religious experience or manifestations rather than on concepts. Tentative solutions will be sought to questions such as: What does it feel like to be religious or to have a religious experience? What is the religious function in human development? How does one think psychologically about theological problems?

31 CHRISTIAN SOCIAL ETHICS

A study of Christian ethics as a normative perspective for contemporary moral problems with emphasis upon the interaction of law and religion, decision-making in the field of biomedical practice, and the reconstruction of society in a planetary civilization.

32 CONTEMPORARY PROBLEMS IN CHRISTIAN SOCIAL ETHICS

An examination of the approach of religion and other disciplines to an issue of current concern; current topics include the theological significance of law, the ethics of love, and the holocaust. *The course may be repeated for credit.*

33 ROMAN CATHOLIC THOUGHT

The development of Thomism, Neo-Thomism, and Transcendental Thomism; limited attention given to pastoral and ecclesiological issues in the post-conciliar era after Vatican II.

37 BIBLICAL TOPICS

An in-depth study of Biblical topics related both to the Old Testament and the New Testament. Topics include prophecy, wisdom literature, the Dead Sea Scrolls, the teachings of Jesus, Pauline theology, Judaism and Christian origins, redaction criticism—the way the Synoptic Gospels and John give final form to their message. *Course will vary from year to year and may be taken for credit a second time if the topic is different from one previously studied.*

41 CONTEMPORARY RELIGIOUS ISSUES

A study of the theological significance of some contemporary intellectual developments in western culture. The content of this course will vary from year to year. Subjects studied in recent years include the following: the theological significance of Freud, Marx, and Nietzsche; Christianity and existentialism; theology and depth psychology; and the religious dimension of contemporary literature.

42 THE NATURE AND MISSION OF THE CHURCH

A study of the nature of the Church as "The People of God" with reference to the Biblical, Protestant, Orthodox and Roman Catholic traditions.

43 THE EDUCATIONAL MINISTRY OF THE CHURCH

A study of religious education as a function of the church with special attention given to the nature and objectives of Christian education, methods of teaching religion, and the relations between faith and learning.

46 BIBLE, ARCHEOLOGY, AND FAITH

A study of the role of archeology in reconstructing the world in which the Biblical literature originated, with special attention given to archeological results that throw light on the clarification of the Biblical text. Also an introduction to basic archeological method, and a study in depth of several representative excavations along with the artifacts and material culture recovered from different historical periods.

70-79 INTERNSHIP (See Index)

Interns in religion usually work in local churches under the supervision of the pastor and a member of the faculty.

80-89 INDEPENDENT STUDY (See Index)

Current study areas are in the biblical languages, New Testament theology, comparative religions, and the ethics of technology.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

A recent project was on the Theology of Hope with reference to the thought of Ernst Bloch and Alfred North Whitehead.

SOCIOLOGY — ANTHROPOLOGY

Professor: McCrary

Associate Professor: Wilk (Chairman)

Assistant Professor: Jo, Rux

Instructor: Strauser

A major consists of Sociology-Anthropology 10, 14, 16, 44, 47 and three other courses within the department with the exception of 15, 23. Religion 46 may also be counted toward the major. Sociology-Anthropology majors are encouraged to participate in the internship program.

10 INTRODUCTION TO SOCIOLOGY

An introduction to the problems, concepts, and methods in sociology today, including analysis of stratification, organization of groups and institutions, social movements, and deviants in social structure.

14 INTRODUCTION TO ANTHROPOLOGY

An introduction to the subfields of anthropology; its subject matter, methodology, and goals. Examination of biological and cultural evolution, the fossil evidence for human evolution and questions raised in relation to human evolution. Other topics include race, human nature, primate behavior, and prehistoric cultural development.

15 INTRODUCTION TO AMERICAN CRIMINAL JUSTICE SYSTEM

An introduction to the role of law enforcement, courts, and corrections in the administration of justice; the historical development of police, courts and corrections; jurisdiction and procedures of courts; an introduction to the studies, literature, and research in criminal justice; careers in criminal justice.

16 CULTURAL ANTHROPOLOGY

An examination of cultural and social anthropology designed to familiarize the student with the analytical approaches to the diverse cultures of the world. The relevancy of cultural anthropology for an understanding of the human condition will be stressed. Topics to be covered include: the nature of primitive societies in contrast to civilizations, the concept of culture and cultural relativism, the individual and culture, the social patterning of behavior and social control, an anthropological perspective on the culture of the United States.

20 MARRIAGE AND THE FAMILY

The history, structure, and functions of modern American family life, emphasizing dating, courtship, factors in marital adjustment, and the changing status of family members. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

21 JUVENILE DELINQUENCY

A multidisciplinary approach to the study of the constellation of factors that relate to juvenile delinquency causation, handling the juvenile delinquent in the criminal justice system, treatment strategies, prevention and community responsibility. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

22 PEOPLES AND CULTURES OF MEXICO

Examination of the diverse cultures of Mesoamerica from preconquest indigenous peoples to modern Mexican state, including the rise and fall of Aztec and Maya civilization, transformation from primitive agriculturalist to peasant, concepts of folk society and culture of poverty; an analysis of contemporary problems of rural Mexico and the role of peasants in modern revolutionary movements. *Offered at least once every three years.*

23 INTRODUCTION TO LAW ENFORCEMENT

Principles, theories and doctrines of the law of crimes, elements in crime, analysis of criminal investigation, important case law. *Prerequisite: Sociology-Anthropology 15 or consent of instructor.*

24 RURAL AND URBAN COMMUNITIES

The concept of community is treated as it operates and affects individual and group behavior in rural, suburban, and urban settings. Emphasis is placed upon characteristic institutions and problems of modern city life. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

26 SOCIAL MOVEMENTS

An analysis of the dynamics, structure, and reaction to social movements with focus on contemporary social movements. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

27 SOCIALIZATION THROUGH THE LIFE SPAN

Examination of the relationship between the individual and society in the development of behavior potentials of groups and cultures. The course will study the continual process of learning how to be "human" which occurs throughout the life span. A cross cultural approach is utilized to examine the process of acquisition of skills, motives, and attitudes necessary for role performance in childhood, adolescence, with an emphasis on young adulthood, adulthood, middle age, and old age. Life span developmental theory will be used in conjunction with socialization theory and role theory. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

28 AGING AND SOCIETY

Analysis of cross cultural characteristics of the aged as individuals and as members of groups. Emphasis is placed upon variables: health, housing, socio-economic status, personal adjustment, retirement and social participation. Sociological, social psychological and anthropological frames of reference utilized in analysis and description of aging and its relationship to society, culture, and personality.

29 TWENTIETH CENTURY CHINESE SOCIETY

An analysis of the interaction between the individual and society undergoing rapid social change in the Chinese cultural context. Topics include Confucian examination system and social mobility, the traditional Chinese village and family, origins of Chinese Marxism and how it has been implemented in social institutions of The People's Republic of China. *Alternate years.*

30 CRIMINOLOGY

Analysis of the sociology of law, conditions under which criminal laws develop, etiology of crime, epidemiology of crime including explanation of statistical distribution of criminal behavior in terms of time, space, and social location. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

31 SOCIOLOGY OF WOMEN

A sociological examination of the role of women in American society through an analysis of the social institutions which affect their development. Role analysis theory will be applied to the past, present and future experience of women as it relates to the role options of the society as a whole. Students will do an original research project on the role of women as part of the requirements for the course. *Prerequisite: Sociology-Anthropology 10. Alternate years.*

32 INSTITUTIONS

Introduces the student to the sociological concept of social institution, the types of social institutions to be found in all societies, and the interrelationships between the social institutions within a society. The course is divided into two basic parts: 1. That aspect which deals with the systematic organization of society in general, and 2. The concentration on a particular social institution: economic, political, educational, or social welfare. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

33 SOCIOLOGY OF RELIGION

An examination of the major theories of the relationship of religion to society, and a survey of sociological studies of religious behavior. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

34 RACIAL AND CULTURAL MINORITIES

Study of racial, cultural and national groups within the framework of American cultural values. Culture conflict and its resolution will be examined for selected minority groups.

35 CULTURE AND PERSONALITY

Introduction to psychological anthropology, its theories and methodologies. Emphasis will be placed on the relationship between individual and culture, national character, cognition and culture, culture and mental disorders, and cross cultural considerations of the concept of self. *Prerequisite: Sociology-Anthropology 16 or consent of instructor. Offered at least once every three years.*

36 THE ANTHROPOLOGY OF PRIMITIVE RELIGIONS

The course will familiarize the student with the wealth of anthropological data on the religions and world views developed by primitive peoples. The functions of primitive religion in regard to the individual, society and various cultural institutions will be examined. Subjects to be surveyed include myth, witchcraft, vision quests, spirit possession, the cultural use of dreams and revitalization movements. Particular emphasis will be given to shamanism, transcultural religious experience, and the creation of cultural realities through religions. Both a social scientific and existentialist perspective will be employed. *Prerequisite: Sociology-Anthropology 16 or consent of instructor. Alternate years.*

37 THE ANTHROPOLOGY OF AMERICAN INDIANS

An ethnographic survey of native North American Indian and Eskimo cultures, such as the Iroquois, Plains Indians, Pueblos, Kwakiutl, and Netsilik. Changes in native lifeways due to European contacts and United States expansion will be considered. Recent cultural developments among American Indians will be placed in an anthropological perspective. *Offered at least once every three years.*

38 LEGAL AND POLITICAL ANTHROPOLOGY

The course is designed to familiarize the student with the techniques of conflict resolution and the utilization of public power in primitive society as well as the various theories of primitive law and government. The rise of the state and an anthropological perspective on modern law and government will be included. The concepts of self-regulation and social control, legitimacy, coercion, and exploitation will be the organizing focus. *Prerequisite: Sociology-Anthropology 16 or consent of instructor. Alternate years.*

39 THE AMERICAN PRISON SYSTEM

Nature and history of punishment, evolution of the prison and prison methods with emphasis on prison community, prison architecture, institutional programs, inmate rights and sentences. Review of punishment vs. treatment, detention facilities, jails, reformatories, prison organization and administration, custody and discipline. *Prerequisite: Sociology-Anthropology 15.*

41 SOCIAL STRATIFICATION

An analysis of the nature of stratification systems, with special reference to American social structure. *Prerequisite: Sociology-Anthropology 10 or consent of instructor. Alternate years.*

42 INTRODUCTION TO SOCIAL WORK

Consideration of basic social work concepts, principles and techniques of interviewing, individual case work, group work, and community organization, development of skills and techniques of social work applied to the correctional setting. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

43 ALTERNATIVE LIFE STYLES

Analysis of new life styles in American Society: life styles of minority groups and others who are considered by society to be nonconforming. Examination of the challenges to conformity and ramifications of non-conformity in American Society. Will include an inquiry into behavior which has historically been labeled deviant covering such topics as: mental illness, addiction to alcohol and narcotics, homosexuality, and prostitution. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

44 SOCIAL THEORY

The history of the development of sociological thought from its earliest philosophical beginnings is treated through discussions and reports. Emphasis is placed upon sociological thought since the time of Comte. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

45 ANTHROPOLOGICAL THEORY

The history of the development of anthropological thought from the eighteenth century to the present. Emphasis is placed upon anthropological thought since 1850. Topics include evolutionism, historical-particularism, cultural idealism, cultural materialism, functionalism, structuralism and ethnoscience. *Prerequisite: Sociology-Anthropology 16 or consent of instructor. Offered at least once every three years.*

47 RESEARCH METHODS IN SOCIOLOGY-ANTHROPOLOGY

Study of the research process in sociology and anthropology, including formation of research design (theory, methodology, and techniques), and practical application in the investigation of a research problem. *Prerequisite: Mathematics 13 and Sociology-Anthropology 10 or consent of instructor.*

48-49 PRACTICUM IN SOCIOLOGY

Introduces the student to a practical work experience involving community agencies in order to effect a synthesis of the student's academic course work and its practical applications in a community agency. Specifics of the course to be worked out in conjunction with department, student and agency. *Prerequisite: Sociology-Anthropology 10 or consent of instructor.*

70-79 INTERNSHIP (See Index)

Interns in Sociology-Anthropology typically work off-campus with social service agencies under the supervision of administrators. However, other internship experiences such as with the Lycoming County Historical Museum are available.

Interns in criminal justice work off-campus in criminal justice agencies such as penal institutions and probation and parole departments under the supervision of administrative personnel.

80-89 INDEPENDENT STUDY (See Index)

Typical examples of recent studies in Sociology-Anthropology are American Indian world views and religions and program evaluation in the human services area. Recent studies in the criminal justice area are the status of women in the criminal justice system and model correctional legislation and standards.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

SOVIET AREA STUDIES

Assistant Professor: Winston (Coordinator)

The Soviet Area Studies major is an interdisciplinary major designed to offer, within the framework of a liberal arts education, intensified study of the Soviet Union, communism, and related matters. The program enables you to acquire a broader perspective of the USSR than can generally be obtained within one discipline. *A Cultural Tour of the USSR* is normally available in the May Term and can be used to satisfy one of the courses needed for 4 below:

Required courses are described in their departmental sections and include:

1. Six semesters of Russian language and/or literature beyond the elementary level.
2. History of Russia and History of the Soviet Union (History 31 and 43)
3. Two courses (semesters) of Senior Seminar on the USSR.
4. Four courses (semesters) from:
 - Soviet-Type Economies (Economics 23)
 - The Soviet Political System (Political Science 36)
 - Communist Strategies and Tactics (Political Science 37)
 - Social and Political Philosophy (Philosophy 22)

Under this program, up to nine courses required to satisfy the college distribution requirements can be completed from the above courses.

THEATRE

Professor: Falk (Chairman)

Assistant Professor: Dartt (Acting Chairman, 1977-78)

Visiting Instructor: Jezewski (1977-78)

The major consists of eight courses, except Theatre 1, with a concentration in Acting, Directing, or Design. The Fine Arts requirement may be satisfied by selecting any two courses, except Theatre 1. In addition to the departmental requirements, majors are urged to include courses in Art, Music, Psychology, and English.

1 FUNDAMENTALS OF ORAL COMMUNICATION

The dynamics of oral communication. The development of elementary principles of simple oral communication through lectures, prepared assignments in speaking, and informal class exercises. Utilizes video tape sequences for "instant feedback" to students.

10 INTRODUCTION TO THEATRE

Designed as a comprehensive introduction to the aesthetics of theatre. From the spectator's point of view, the nature of theatre will be explored including dramatic literature and the integrated functioning of acting, directing, and all production aspects.

11 INTRODUCTION TO FILM

A basic course in understanding the film medium. The class will investigate film technique through lectures and by viewing regular weekly films chosen from classic, contemporary, and experimental short films.

12 HISTORY OF THEATRE I

A detailed study of the development of theatre from the Greeks to the Restoration. *Alternate years.*

13 HISTORY OF THEATRE II

The history of the theatre from 1660. *Alternate years.*

14 ORAL INTERPRETATION OF LITERATURE

The fundamental principles and methods of oral reading and the interpretation of literature are introduced. Materials will be chosen from poetry, prose, the novel, and drama. *Alternate years.*

15 PLAYWRITING AND DRAMATIC CRITICISM

An investigation of the techniques of playwriting with an emphasis on creative writing, culminating in a written one-act play, plus an historical survey of dramatic criticism from Aristotle to the present, with emphasis upon developing the student's ability to write reviews and criticism of theatrical productions and films. *Alternate years.*

18 PLAY PRODUCTION FOR COMMUNITY AND SECONDARY SCHOOLS

Stagecraft and the various other aspects of play production are introduced. Through material presented in the course and laboratory work on the Arena Theatre stage, the student will acquire experience to produce theatrical scenery for community and secondary school theatre.

20 CREATIVE DRAMA FOR CHILDREN

Designed especially for those intending to be teachers, this course explores the dramatic possibilities of creative playmaking for children on all grade levels. Special emphasis is placed on story telling, dramatization, pantomime, and dramatic play. *Alternate years.*

24 INTRODUCTION TO ACTING

An introductory study of the actor's preparation, with emphasis on developing the actor's creative imagination through improvisations and scene study.

26 INTRODUCTION TO DIRECTING

An introductory study of the function of the director in preparation, rehearsal, and performance. Emphasis is placed on developing the student's ability to analyze scripts and on the development of the student's imagination.

28 INTRODUCTION TO SCENE DESIGN AND STAGECRAFT

An introduction to the theatre with an emphasis on stagecraft. The productions each semester serve as the laboratory to provide the practical experience necessary to understand the material presented in the classroom.

29 MARIONETTE PRODUCTION

Introduces the construction, costuming, and performing of a play through the medium of string puppets. *Alternate years.*

31 ADVANCED TECHNIQUES OF PLAY PRODUCTION

A detailed consideration of the interrelated problems and techniques of play analysis, production styles, and design. *Offered summer only.*

34 INTERMEDIATE STUDIO: ACTING

Instruction and practice in character analysis and projection, with emphasis on vocal and body techniques.

35 THEORIES OF THE MODERN THEATRE

An advanced course exploring the philosophical roots of the modern theatre from the birth of realism to the present, and the influences on modern theatre practice. Selected readings from Nietzsche, Marx, Jung, Freud, Whitehead, Kierkegaard, Sartre, Camus, as well as Antoine, Copeau, Stanislavski, Shaw, Meyerhold, Artaud, Brecht, Brook, Grotowski. *Alternate years.*

36 INTERMEDIATE STUDIO: DIRECTING

Emphasis is placed on the student's ability to function in preparation and rehearsal. Practical experience involves the directing of two one-act plays from the contemporary theatre.

38 INTERMEDIATE STUDIO: SCENE AND LIGHTING DESIGN

The theory of stage and lighting design with emphasis on their practical application to the theatre.

40 MASTERS OF WORLD DRAMA

An intensive and detailed analysis of the plays, and related works, including criticism of great authors, that have shaped world theatre. Authors to be selected on the basis of interest of students and faculty. At times, more than one author will be treated in a term. Ibsen, Brecht, Moliere, Williams, Albee. *Alternate years. May be accepted toward English major with consent of English Department.*

42 ADVANCED STUDIO: COSTUME DESIGN

The theory of costuming for the stage, elements of design, planning, production, and construction of costumes for the theatre. Students will participate in the design of a production.

43 ADVANCED STUDIO: PROPERTIES DESIGN

The theory of properties design for the stage including the production of specific properties for staging use. Elements of design, fabrication, and the construction of properties employing a variety of materials and the application of new theatrical technology.

44 ADVANCED STUDIO: ACTING

Preparation of monologues and two-character scenes, contemporary and classical. The student will appear in major campus productions.

46 ADVANCED STUDIO: DIRECTING

Emphasis will be placed on the student's ability to produce a major three-act play from the script to the stage for public performance.

48 ADVANCED STUDIO: DESIGN

Independent work in conceptual and practical design. The student will design one full production as his major project.

70-79 INTERNSHIP (See Index)

Interns in theatre work off-campus in such theatres as the Guthrie Theatre, Minneapolis, and the New Jersey Shakespeare Festival.

80-89 INDEPENDENT STUDY (See Index)

Some recent independent studies have been the roles of women as characters in drama, scene design and lighting design for an Arena production.

90-99 INDEPENDENT STUDY FOR DEPARTMENTAL HONORS (See Index)

A typical study could be the writing and production of an original play.



COLLEGE PERSONNEL

BOARD OF TRUSTEES

OFFICERS

W. Gibbs McKenney	Chairman
Walter J. Heim	Vice Chairman
Paul G. Gilmore	Secretary
Kenneth E. Himes	Treasurer
Fred A. Pennington	Chairman Emeritus

HONORARY TRUSTEES

John G. Detwiler	Delray Beach, FL
Bishop Hermann W. Kaebnick, D.D., L.H.D., LL.D.	Hershey
Ralph E. Kelchner	Jersey Shore
Arnold A. Phipps, II	Williamsport
George L. Stearns, II	Williamsport
The Rev. L. Elbert Wilson, D.D.	Orlando, FL

TRUSTEES

Term Expires 1978

Elected		
1969	Richard R. Cramer, D.D.S.	Hershey
1973	Guy M. Davies	Lancaster
1975	Susan A. Deery, Ed.D.	Williamsburg, VA
	(Alumni Representative)	
1969	Samuel H. Evert	Bloomsburg
1972	The Rev. Brian A. Fetterman	Harrisburg
1965	Walter J. Heim	Montoursville
1969	Kenneth E. Himes	Williamsport
1972	John W. Lundy	Williamsport
1969	Mrs. Donald G. Remley	Williamsport
1972	Harold H. Shreckengast, Jr.	Jenkintown
1967	The Rev. Donald H. Treese, D.D.	Carlisle

Term Expires 1979

Elected

1970	Walter T. Dunston, D.D.S.	Philadelphia
1951	Paul G. Gilmore	Williamsport
1973	Robert G. Little, M.D.	Harrisburg
1964	W. Gibbs McKenney, LL.D.	Baltimore, MD
1973	G. Jackson Miller	Altoona
1972	The Rev. Paul E. Myers, D.D.	Hershey
1958	Fred A. Pennington	Mechanicsburg
1976	Hon. Kent D. Shelhamer	Berwick
1961	The Rev. Wallace F. Stettler, HH.D.	Kingston
1976	Walter W. Wilt, J.D.	Camp Hill
	(Alumni Representative)	

Term Expires 1980

Elected

1974	J. Robert Fahnestock	Williamsport
1974	Daniel G. Fultz	Pittsford, NY
1974	Mrs. Fred S. Gorman	York
1965	James G. Law, D. Text. Sci.	Bloomsburg
1977	Robert L. Morris, Ph.D.	Indiana
	(Alumni Representative)	
1970	John E. Person, Jr.	Williamsport
1965	Hon. Herman T. Schneebeil	Williamsport
1972	Donald E. Shearer, M.D.	Montoursville
1961	Nathan W. Stuart, J.D.	Williamsport
1971	Willis W. Willard, III, M.D.	Hershey
1958	W. Russell Zacharias	Allentown

EXECUTIVE COMMITTEE

Walter J. Heim, Chairman

Samuel H. Evert	Herman T. Schneebeil
Paul G. Gilmore	Donald E. Shearer
Paul E. Myers	Harold H. Shreckengast, Jr.
John E. Person, Jr.	Nathan W. Stuart
Mrs. Donald G. Remley	W. Russell Zacharias

ADMINISTRATIVE STAFF

- FREDERICK E. BLUMER (1976) President
B.A., Millsaps College; B.D., Ph.D., Emory University
- JAMES R. JOSE (1970) Dean of the College
B.A., Mount Union College; M.A., Ph.D., The American University
- KENNETH E. HIMES (1948) Treasurer
B.S., Drexel University; G.S.B., Rutgers University
- JACK C. BUCKLE (1957) Dean of Student Services
A.B., Juniata College; M.S., Syracuse University
- WILLIAM L. BAKER (1965) Business Manager
B.S., Lycoming College
- OLIVER E. HARRIS (1956) Director of Development
A.B., M.S., The Pennsylvania State University
- DALE V. BOWER (1968) Director of Alumni Affairs
B.S., Lycoming College; B.D., United Theological Seminary
- RUSSELL A. BLOODGOOD (1969) Manager of Food Service
- CLARENCE W. BURCH (1962) Director of Athletics
B.S., M.Ed., University of Pittsburgh
- ROBERT L. CURRY, JR. (1972) Assistant in Athletics
A.B., Lycoming College
- DEBRA A. D'AGUILLO (1976) Assistant Dean of Student Services
*B.A., SUNY at Binghamton; M.S., SUNY at Albany;
 Ed.S., SUNY at Albany*
- ROBERT L. EDDINGER (1967) Director of Buildings & Grounds
- ROBERT J. GLUNK (1965) Registrar and Assistant to the Dean
A.B., Lycoming College; M.A., The Pennsylvania State University
- JAMES W. GRUBB (1977) Chaplain to United Methodist Students
A.B., Albright College; M.Div., United Theological Seminary
- RICHARD A. HUGHES (1970) Chaplain of the College
B.A., Indiana Central College; S.T.B., Ph.D., Boston University
- HAROLD H. HUTSON (1969) President Emeritus
*B.A., LL.D., Wofford College; B.D., Duke University;
 Ph.D., University of Chicago; L.H.D., Ohio Wesleyan*
- FRANK J. KAMUS (1963) Director of Admissions
B.S., Lock Haven State College
- DOUGLAS J. KEIPER (1970) Associate Dean of Student Services
A.B., Lycoming College; M.Ed., The Pennsylvania State University
- ANDREW H. MOYER (1970) Coordinator of Computer Services
B.T., Elizabethtown College
- DAVID L. REED (1977) Chaplain to United Methodist Students
A.B., Lycoming College; M.Div., United Theological Seminary
- R. ALBION SMITH (1971) Associate Dean of Student Services
B.S., Springfield College; M.S.S., Syracuse University
- PATRICIA A. STALGAITIS (1974) Assistant Director of Admissions
A.B., Lycoming College
- DOROTHY J. STREETER (1946) Book Store Manager
- DERWOOD A. STRUNK, JR. (1977) Chaplain to United Methodist Students
A.B., Lycoming College; M.Div., Lancaster Theological Seminary
- BETTY JUNE SWANGER (1961) Comptroller

- BRUCE L. SWANGER (1968) Director of Public Relations
A.B., Bucknell University
- JOHN J. TAMALIS (1976) Chaplain to Roman Catholic Students
B.S., University of Scranton
- CHARLES E. WEYANT (1971) Director of Library Services
B.A., The American University; M.S., Simmons College
- CONSTANCE D. WISER (1976) Assistant Director of Admissions
A.B., Lycoming College

FACULTY

EMERITI

- MABEL K. BAUER Professor Emeritus of Chemistry
B.S., Cornell University; M.S., University of Pennsylvania
- DAVID G. BUSEY Associate Professor Emeritus of
 Physical Education
B.S., M.S., University of Illinois
- LEROY F. DERR Professor Emeritus of Education
A.B., Ursinus College; M.A., Bucknell University
Ed.D., University of Pittsburgh
- ROBERT H. EWING Professor Emeritus of History
A.B., College of Wooster; M.A., University of Michigan
HH.D., Lycoming College
- W. ARTHUR FAUS Professor Emeritus of Philosophy
A.B., Dickinson College; S.T.B., Ph.D., Boston University
- PHIL G. GILLETTE Associate Professor Emeritus of Spanish
A.B., Ohio University; M.A., Columbia University
- HAROLD W. HAYDEN Librarian Emeritus
 and Professor Emeritus of Library Services
A.B., Nebraska State Teachers College; B.S., University of Illinois;
M.A. in L.S., University of Michigan
- GEORGE W. HOWE Professor Emeritus of Geology
A.B., M.S., Syracuse University; Ph.D., Cornell University
- M. RAYMOND JAMISON Assistant Professor Emeritus of Physics
B.S., Ursinus College; M.S., Bucknell University
- WALTER G. McIVER Professor Emeritus of Music
Mus.B., Westminster Choir College;
A.B., Bucknell University; M.A., New York University
- LORING B. PRIEST Professor Emeritus of History
LITT.B., Rutgers University; M.A., Ph.D., Harvard University
- DONALD G. REMLEY Assistant Professor Emeritus of
 Mathematics and Physics
A.B., Dickinson College; M.A., Columbia University
- LOUISE R. SCHAEFFER Associate Professor Emeritus of Education
A.B., Lycoming College; M.A., Bucknell University
D.Ed., The Pennsylvania State University
- GEORGE S. SHORTESS Professor Emeritus of Biology
A.B., Johns Hopkins University; M.A., Columbia University;
Ph.D., Johns Hopkins University
- FRANCES K. SKEATH Professor Emeritus of Mathematics
A.B., M.A., Bucknell University
D.Ed., The Pennsylvania State University
- JOHN A. STUART Professor Emeritus of English
B.A., William Jewell College; M.A., Ph.D., Northwestern University
- HELEN B. WEIDMAN Professor Emeritus of Political Science
A.B., M.A., Bucknell University; Ph.D., Syracuse University

PROFESSORS

- ROBERT F. FALK (1970)** Theatre
B.A., B.D., Drew University; M.A., Ph.D., Wayne State University
- MORTON A. FINEMAN (1966) Physics
A.B., Indiana University; Ph.D., University; Ph.D., University of Pittsburgh
- JOHN P. GRAHAM (1939) English — Mace Bearer
Ph.B., Dickinson College; M.Ed., The Pennsylvania State University
- EDUARDO GUERRA (1960) Religion
*B.D., Southern Methodist University;
 S.T.M., Ph.D., Union Theological Seminary*
- JOHN G. HANCOCK (1967) Psychology
*B.S., M.S., Bucknell University;
 Ph.D., The Pennsylvania State University*
- JOHN G. HOLLENBACK (1952) Business Administration
 Marshal of the College
B.S., M.B.A., University of Pennsylvania
- JAMES K. HUMMER (1962) Chemistry
*B.N.S., Tufts University; M.S., Middlebury College;
 Ph.D., University of North Carolina*
- JAMES R. JOSE (1970) Dean of the College
 Political Science
B.A., Mount Union College; M.A., Ph.D., The American University
- JACK S. McCRARY (1969) Sociology
*B.A., M.A., Southern Methodist University;
 Ph.D., Washington University*
- GLEN E. MORGAN (1961) Music
B.M., M.M., Ph.D., Indiana University
- ROGER W. OPDAHL (1963) Economics
*A.B., Hofstra University; M.A., Columbia University;
 D.Ed., The Pennsylvania State University*
- ROBERT W. RABOLD (1955) Economics
*B.A., The Pennsylvania State University;
 M.A., Ph.D., University of Pittsburgh*
- JOHN A. RADSPINNER (1957) Chemistry
*B.S., University of Richmond; M.S., Virginia
 Polytechnic Institute; D.Sc., Carnegie-Mellon University*
- O. THOMPSON RHODES (1961) Religion
B.S., University of Cincinnati; B.D., Ph.D., Drew University
- LOGAN A. RICHMOND (1954)* Accounting
*B.S., Lycoming College; M.B.A., New York University;
 C.P.A. (Pennsylvania)*

ASSOCIATE PROFESSORS

- ROBERT B. ANGSTADT (1967) Biology
B.S., Ursinus College; M.S., Ph.D., Cornell University
- MYRNA A. BARNES (1959) Library Services
*A.B., University of California at Los Angeles;
 M.S. in L.S., Drexel University*

*On Sabbatical Spring Semester 1977-78.

**On Sabbatical Academic Year 1977-78

- BERNARD P. FLAM (1963) Spanish
A.B., New York University; M.A., Harvard University;
Ph.D., University of Wisconsin
- CHARLES L. GETCHELL (1967) Mathematics
B.S., University of Massachusetts; M.A., Ph.D., Harvard University
- ERNEST D. GIGLIO (1972) Political Science
B.A., Queens College; M.A., The State University
of New York at Albany; Ph.D., Syracuse University
- DAN D. GUSTAFSON (1971) English
B.A., Amherst College; M.A., University of California at Berkeley;
Ph.D., University of Nebraska
- FORREST E. KEESBURY (1970) Education
B.S., Defiance College; M.A., Bowling Green State University;
Ed.D., Lehigh University
- GERTRUDE B. MADDEN (1958) English
A.B., University of Pennsylvania; M.A., Bucknell University
- ROBERT J. B. MAPLES (1969) French
A.B., University of Rochester; Ph.D., Yale University
- JOHN F. PIPER, JR. (1969) History
A.B., Lafayette College; B.D., Yale University; Ph.D., Duke University
- DAVID J. RIFE (1970)** English
B.A., University of Florida;
M.A., Ph.D., Southern Illinois University
- MARY LANDON RUSSELL (1936) Music
Mus.B., Susquehanna University Conservatory of Music;
M.A., The Pennsylvania State University
- JAMES W. SHEAFFER (1949) Music
B.S., Indiana University of Pennsylvania;
M.S., University of Pennsylvania
- K. BRUCE SHERBINE (1969)** Biology
A.B., Gettysburg College; M.S., Temple University;
Ph.D., The Pennsylvania State University
- ROGER D. SHIPLEY (1967) Art
B.A., Otterbein College; M.F.A., Cranbrook Academy of Art
- WILLY SMITH (1966) Physics
M.S.E., Ph.D., University of Michigan
- STANLEY T. WILK (1973) Anthropology
B.A., Hunter College; Ph.D., University of Pittsburgh

ASSISTANT PROFESSORS

- SUSAN K. BEIDLER (1975) Library Services
B.A., University of Delaware; M.L.S., University of Pittsburgh
- HOWARD C. BERTHOLD, JR. (1976) Psychology
B.A., Franklin and Marshall College; M.A., The University of Iowa;
Ph.D., The University of Massachusetts
- JON R. BOGLE (1976) Art
B.F.A., B.S., M.F.A., Tyler School of Art, Temple University
- CLARENCE W. BURCH (1962) Physical Education
B.S., M.Ed., University of Pittsburgh

**On Sabbatical Spring Semester 1977-78.

- RITA M. CANTOR (1976) Mathematics
B.A., Queens College; M.A.T., Cornell University;
Ph.D., Cornell University
- JOHN H. CONRAD (1959) Education
B.S., Mansfield State College; M.A., New York University
- GARY E. DARTT (1969) Theatre
B.S., Augustana College; M.F.A., University of Minnesota
- JACK D. DIEHL, JR. (1971) Biology
B.S., M.A., Sam Houston State College;
M.S., Ph.D., University of Connecticut
- RICHARD R. ERICKSON (1973) Astronomy and Physics
B.A., University of Minnesota; M.S., Ph.D., University of Chicago
- WILLIAM D. FORD (1972) English
B.A., Occidental College; M.A., M.F.A., Ph.D., University of Iowa
- ROBERT H. FOREMAN (1976) Mathematics
B.S., Youngstown State University;
M.S., Illinois Institute of Technology
- DAVID A. FRANZ (1970) Chemistry
A.B., Princeton University; M.A.T., The Johns Hopkins University;
Ph.D., University of Virginia
- EDWARD G. GABRIEL (1977) Biology
B.A., M.S., Alfred University
- STEPHEN R. GRIFFITH (1970) Philosophy
A.B., Cornell University; M.A., Ph.D., University of Pittsburgh
- FRED L. GROGAN (1977) Political Science
A.B., Bates College; M.A., Arizona State University
- THOMAS J. HENNINGER (1966) Mathematics
B.S., Wake Forest College; M.A., University of Kansas
- OWEN F. HERRING (1965) Philosophy
B.A., Wake Forest College
- JOHN R. HUBBARD (1975) Mathematics
A.B., University of Rochester; A.M., Ph.D., University of Michigan
- OCTAVIA HUGHES (1971)† Art
B.A., Radcliffe College; M.A., Columbia University
- RICHARD A. HUGHES (1970)** Religion
B.A., Indiana Central College; S.T.B., Ph.D., Boston University
- EMILY R. JENSEN (1969)* English
B.A., Jamestown College; M.A., University of Denver;
Ph.D., The Pennsylvania State University
- MOON H. JO (1975) Sociology
B.A., Valparaiso University; M.A., Howard University;
Ph.D., New York University
- DAN O. KING (1977) Biology
B.A., University of South Florida;
M.A., Ph.D., Indiana University
- ELIZABETH H. KING (1956) Business Administration
B.S., Geneva College; M.Ed., The Pennsylvania State University
- ROBERT H. LARSON (1969)* History
B.A., The Citadel; M.A., Ph.D., University of Virginia

*On Sabbatical Fall Semester 1977-78.

**On Sabbatical Spring Semester 1977-78.

†On Leave of Absence Fall Semester 1977-78.

- PAUL A. MacKENZIE (1970) German
A.B., A.M., Ph.D., Boston University
- OWEN J. MAHON (1973) Accounting
B.S., M.A., University of Pennsylvania
- RICHARD J. MORRIS (1976) History
*B.A., Boston State College; M.A., Ohio University;
 Ph.D., New York University*
- NELSON PHILLIPS (1959) Physical Education
B.S., Springfield College
- MICHAEL G. ROSKIN (1972) Political Science
*A.B., University of California at Berkeley;
 M.A., University of California at Los Angeles;
 Ph.D., The American University*
- JULIA M. RUX (1970) Sociology
*B.A., Hanover College; M.A., University of Wisconsin;
 Ph.D., The Pennsylvania State University*
- JARI ANNE TAYLOR (1975) Modern Languages
B.A., M.A., Ph.D., University of Illinois
- FRED M. THAYER, JR. (1976) Music
*A.B., Syracuse University; B.M., Ithaca College;
 M.M., SUNY of Binghamton; D.M.A., Cornell University*
- H. BRUCE WEAVER (1974) Business Administration
*B.S.A., Stetson University; J.D., Vanderbilt University;
 M.B.A., Florida Technological University*
- CHARLES E. WEYANT (1971) Library Services
B.A., The American University; M.S., Simmons College
- JOHN M. WHELAN, JR. (1971) Philosophy
*B.A., University of Notre Dame;
 Ph.D., The University of Texas at Austin*
- BUDD F. WHITEHILL (1957) Physical Education
*B.S., Lock Haven State College;
 M.Ed., The Pennsylvania State University*
- LEO K. WINSTON (1964) Russian
B.A., Sir George Williams University; M.A., universite de Montreal
- MARGARET L. YAWKEY (1977) Education
B.S., Maryville College; M.Ed., University of Illinois
- ROBERT A. ZACCARIA (1973) Biology
B.A., Bridgewater College; Ph.D., University of Virginia

INSTRUCTORS

- DEBORAH J. HOLMES (1976) Physical Education
B.S., The Pennsylvania State University
- JOSEPH A. JEZEWSKI (Visiting Instructor 1977-78) Theatre
B.A., Lycoming College; M.A., University of Kentucky
- LARRY R. STRAUSER (1973) Sociology
A.B., Lycoming College; M.P.A., University of Arizona

LECTURER

- DON M. LARRABEE II (1972) Lecturer in Law
A.B., Franklin and Marshall; LL.B., Fordham University

PART-TIME INSTRUCTORS

- JOSIAH P. ALFORD (1967) Mathematics
B.A., Principia College; M.A., George Washington University
- MARY P. BAGGETT (1977) Chemistry
B.A., Regis College; M.A., Wellesley College
- DANIEL J. DOYLE (1977) History
A.B., Maryknoll Seminary; M.A., Ph.D., St. John's University
- KATHARINE L. FETTER (1963) Art
B.S., Kutztown State College
- MARTINE HUPIN (1976) French
Licence, Université de Reims, France
- JAMES E. LOGUE (1969) English
B.A., M.A., Bucknell University
- RUANE MILLER (1977) Art
B.F.A., M.F.A., Tyler School of Art of Temple University
- ROBERT J. RAFALKO (1977) Philosophy
A.B., University of Scranton; M.A., Tufts University
- MORTON RAUFF (1974) Business Administration
- TERRY WILD (1972) Art
B.A., Lycoming College; B.F.A., Art Center College of Design

APPLIED MUSIC TEACHERS

- DONALD M. GRIFFITH (1966) Woodwinds
B.S., Mansfield State College;
M.Ed., The Pennsylvania State University
- LUCY A. HENRY (1970) Flute
B.S., Elizabethtown College
- ROBERT S. MORRISON (1967) Percussion
B.S. in Music Education, Elizabethtown College
- ALBERT J. NACINOVICH (1972) Trumpet
B.S. in Music Education, Mansfield State College;
M.S. in Music Education, Ithaca College
- JUANITA M. SERANG (1975) Violin
- ANN ELIZABETH STROME (1975) Organ
B.M., Westminster College
- IRENE PECKHAM VELEY (1968) Piano
B.M. Curtis Institute of Music
- DONA ZURFLUH (1972) Voice
B.M., M.M., Eastman School of Music

MEDICAL STAFF

- FREDERIC C. LECHNER, M.D. College Physician
B.S., Franklin and Marshall College;
M.D., Jefferson Medical College
- RICHARD MAYS, M.D. Psychiatrist
B.A., The Pennsylvania State University;
M.D., Jefferson Medical College

LOUISE S. BANKS Secretary to the Librarian
BETTY S. BECK Bookstore Assistant
EMILY C. BILCHLE Secretary to the Treasurer
PAULINE M. BRUNGARD Student Loan Coordinator
B.S., Lycoming College
SHIRLEY M. CAMPBELL Assistant in Treasurer's Office
ELIZABETH G. COWLES Career Development Secretary
MARGARET A. DEWAR Secretary in Admissions Office
CONSTANCE B. DOWDEN Faculty Secretary
DEBORAH A. EISEMANN Secretary to Coaches
JUNE L. EVANS Secretary in Education Office
IRENE EVERDALE Secretary to Director of Buildings
& Grounds
S. JEAN GAIR Faculty Secretary
ANNE S. GIBBON Faculty Secretary
KITTY S. GLOSSER Secretary in Admissions Office
ESTHER GOOD Supervisor of Housekeeping
RALPH W. HELLAN Computer Operations Programmer
A.B., Lycoming College
HELEN C. HELLER Secretary to the Registrar
ISABEL G. HESS Library Assistant
BERNADINE G. HILEMAN Bulk Mailing Coordinator
PHYLLIS M. HOLMES Secretary to the President
DEE A. HORN Secretary in Student Aid Office
LINDA L. INMAN Secretary to the Librarian
NAOMI E. KEPNER Switchboard Operator
EDITH LIPFERT Library Assistant
VIVIAN MEIKRANTZ Secretary to the Dean of the College
DEBRA MISSIGMAN Secretary to the Athletic Director
SANDRA A. MONOSKI Secretary in Computer Center
HANNAH MORIARTY Secretary to the Director of Alumni Affairs
MARILYN MULLINGS Faculty Secretary
PHYLLIS B. MYERS Secretary in Registrar's Office
DIANE NYMAN Secretary in Student Services Office
MARION R. NYMAN Cashier-Bookkeeper
BETTY J. PARIS Secretary to Directors of Development
& Public Relations
A.B., Lycoming College
MARIAN L. RUBENDALL Secretary to Dean of Student Services
HELEN I. VINCENT Library Assistant
JUNE WAGNER Faculty Secretary
RONALD WAY Office Services Coordinator
MARGARET WISE Secretary in Admissions Office
CHERYL A. YEARICK Library Assistant

THE ALUMNI ASSOCIATION

The Alumni Association of Lycoming College has a membership of over eight thousand men and women. It is governed by an Executive Board consisting of four officers and twenty-one members-at-large, elected through mail ballot by the membership of the Association. The board also has forty-two members representing specific geographic areas of alumni concentration, the senior class president, the student body president, and a representative of the last graduating class. The Association annually nominates one alumni representative for a three-year term on the College Board of Trustees. The Director of Alumni Affairs directs the activities of the Alumni Office.

The Alumni Association has the following purpose as stated in its constitution: "As an off-campus constituency, the Association's purpose is to seek ways of maintaining an active and mutually beneficial relationship between the college and its alumni, utilizing their talents, resources and counsel to further the objective and program of Lycoming College."

All former students of Williamsport Dickinson Seminary and all former students, who have successfully completed one year of study at Williamsport Dickinson Junior College or Lycoming College shall be members of the Association. Any person who leaves Lycoming College after successfully completing one year and re-enters as a student within four years of his/her initial matriculation, shall not be a member of the Alumni Association while enrolled as a student at Lycoming College.

Acting as the representative of alumni on the campus, and working also with undergraduates, the Alumni office aids in keeping alumni informed and interested in the program, growth, and activities of the college through regular publications mailed to all Alumni on record. Arrangements for Homecoming, Alumni Day, Class Reunions, club meetings and similar activities are coordinated through this office. The Alumni Association promotes group travel programs, supplies back-year class rings, sells water colors of the campus and sells alumni chairs.

Through The Lycoming College Fund, the alumni office is closely associated with the development program of the college. Lycoming College holds membership in the Council for Advancement and Support of Education. Communications to the Alumni Association should be addressed to the Alumni Office.

EXECUTIVE BOARD

President — Mr. John B. Ernst '58

211 Belmont Avenue, Doylestown, PA 18901

Vice-President for Campus Affairs — Mr. Wenrich H. Green '65

R.D. #1, Williamsport, PA 17701

Vice-President for Regional Affairs — Mr. Kent T. Baldwin '64

929 Grampian Blvd., Williamsport, PA 17701

Secretary — Mrs. David Loomis (Eleanor Layton '60)

R.D. #1, Box 167A, Troy, PA 16947

Last Retiring President — Mr. George A. Nichols '59

R.D. #2, Newton Road, Clarks Summit, PA 18411

Alumni

Term Expires June 1978

- Mr. William Aufricht '74 — 180 Great Hollow Rd.,
Woodbury, CT 06798
- Mr. Samuel A. David '71 — 406 Roe Avenue, Elmira, NY 14901
- Dr. Ronald L. Harpster '58 — 896 Schoolhouse Lane, Dover, DE 19901
- Mrs. Eleanore McCoy '72 — 1142 Park Avenue, Williamsport, PA 17701
- Mrs. Mary Landon Russell '33
812 Lincoln Avenue, Williamsport, PA 17701
- Mr. F. Barry Thomas '60 — 1305 Colonial Ct., Montoursville, PA 17754
- Mr. Ronald C. Travis '67 — 1509 Elmira Street, Williamsport, PA 17701

Term Expires June, 1979

- Mrs. Leo Calistri (Judith Fry '56)
310 Fayette Drive, Fayetteville, NY 13066
- Mrs. James A. Chilton (Susan Strohmer '69)
R.D. #1, Box 92A, Clarks Summit, PA 18411
- Dr. Thomas Gallen, Jr. '65 — 58 N. Main Street, Sherborn, MA 01770
- Mr. Richard H. Lloyd '59 — 209 Feigles Road, Muncy, PA 17756
- Mrs. William R. Sandmeyer (Dorothy Ferrell '43 & '63)
47 East Houston Avenue, Montgomery, PA 17752
- Mr. Barnard C. Taylor, II '65 — 138 South Third Street, Lewisburg, PA 17837
- Mr. Ralph Zeigler '70 — 815 Third Avenue, Williamsport, PA 17701

Term Expires June, 1980

- Miss Debra Crabbe '76 — 5772 Hunter St., Philadelphia, PA 19131
- Dr. Ray D. Fravel '58 — 11 E. Union Street, Canton, PA 17724
- Mr. Seth D. Keller '65 — 149 Huffman Avenue, Williamsport, PA 17701
- Mrs. Frances Gleason Levegood '52 — 214 Kendall Avenue.,
Jersey Shore, PA 17740
- Rev. David L. Phillips '63 — 1200 Lancaster Avenue, Syracuse, NY 13210
- Mr. Carl E. Snyder '69 — R.D. #3, Box 39, Cogan Station, PA 17728
- Miss Ona R. Weimer '49 — Box 225, Woolrich, PA 17779

Members of the Board Serving a One-Year Term

- Student Association of Lycoming College President —
Miss Linda S. Porr '78
- Senior Class President — Miss Kimberly L. Martin '78
- Representative of the Class of 1977 — Mr. Richard P. Belenski '77

Alumni Representative to Lycoming College Board of Trustees

- (1978) Dr. Susan Albert Deery '69
700 Conway Drive #204, Williamsburg, VA 23185
- (1979) Mr. Walter W. Wilt '65
320 North 24th Street, Camp Hill, PA 17011
- (1980) Dr. Robert L. Morris '55
545 Oak Street, Indiana, PA 15701

COMMUNICATION WITH THE COLLEGE

This document contains pertinent information about the college, its philosophy, programs, policies, regulations, and offerings. All students and prospective students are urged to read it carefully and completely.

Inquiries of a specific nature should be addressed as follows:

Director of Admissions:

- Admission to the freshman class.
- Admission with advanced standing.
- Re-entry of students to Lycoming College.
- Request for catalogs:

Treasurer:

- Payment of college bills.
- Inquiries concerning expenses.

Director of Student Aid:

- Scholarships and loan funds for students in college.
- Financial assistance for entering students.

Dean of the College:

- Information about faculty and faculty activities.
- Academic work of students in college.

Dean of Student Services:

- Questions or problems concerning student's health.
- Residence and campus regulations.

Registrar:

- Requests for transcripts.
- Notices of withdrawal.

Career Development Center:

- Career Counseling.
- Employment while in college.
- Employment upon graduation.

Director of Development

- Gifts or bequests.

Director of Alumni Affairs

Director of Public Relations

Address: LYCOMING COLLEGE, Williamsport, Pennsylvania 17701
Telephone: 326-1951 Area Code 717

ALL OF THE PROVISIONS IN THIS CATALOG ARE EFFECTIVE JUNE 1, 1977

Lycoming College reserves the right to make any necessary changes in the academic calendar, charges, courses or any other section of this catalog.

ACADEMIC CALENDAR 1977-1978

FALL SEMESTER 1977

August	28— <i>Sunday</i>	Residence Halls open 12 noon.
	29— <i>Monday</i>	Bookstore opens 8 a.m. Scheduling of students not previously processed.
	30— <i>Tuesday</i>	All classes will meet on an abbreviated basis*. Students will progress through entire schedule.
	31— <i>Wednesday</i>	Processing of drop/add begins.
September	5— <i>Monday</i>	Labor Day Recess. Classes suspended.
	6— <i>Tuesday</i>	Classes resume 8 a.m. Last day for drop/add without instructor's approval.
	13— <i>Tuesday</i>	Last day for drop/add—instructor's approval required for add. Last day to elect audit and satisfactory/un-satisfactory grades.
October	11— <i>Tuesday</i>	Last day for submission of final grades for courses for which Incomplete grades were recorded in Spring, May, and Summer Terms.
November	18— <i>Friday</i>	Last day to withdraw from courses with W, WP or WF grades. Thanksgiving recess begins 5 p.m.
	28— <i>Monday</i>	Residence Halls close 9 p.m.
December	16— <i>Friday</i>	Classes resume 8 a.m.
	17— <i>Saturday</i>	Semester ends 5 p.m. Residence Halls close 12 noon.

SPRING SEMESTER 1978

January	8— <i>Sunday</i>	Residence Halls open 12 noon.
	9— <i>Monday</i>	Classes begin 8 a.m.; processing of drop/add begins.
	13— <i>Friday</i>	Last day for drop/add without instructor's approval.
	20— <i>Friday</i>	Last day for drop/add—instructor's approval required for add. Last day to elect audit and satisfactory/un-satisfactory grades.
February	17— <i>Friday</i>	Last day for submission of final grades for which Incomplete grades were recorded in Fall Semester.
March	3— <i>Friday</i>	Spring Recess begins 5 p.m. Residence Halls close 9 p.m.
	13— <i>Monday</i>	Classes resume 8 a.m.
	24— <i>Friday</i>	Good Friday. Afternoon classes suspended.
	31— <i>Friday</i>	Last day to withdraw from courses with W, WP or WF grades.

April	28— <i>Friday</i>	Semester ends 5 p.m.
	29— <i>Saturday</i>	Residence Halls close 12 noon.
May	7— <i>Sunday</i>	Commencement.

MAY TERM 1978 (4 weeks)

May	8— <i>Monday</i>	Residence Halls open 10 a.m.
	9— <i>Tuesday</i>	Classes begin.
June	2— <i>Friday</i>	Term ends. Residence Halls close 9 p.m.

SUMMER TERM 1978 (6 weeks)

June	4— <i>Sunday</i>	Residence Halls open 12 noon.
	5— <i>Monday</i>	Classes begin.
July	14— <i>Friday</i>	Term ends. Residence Halls close 9 p.m.

*SPECIAL NOTE: All Monday and Tuesday classes will meet on Tuesday, August 30, as follows: Monday classes will meet during the first half hour of the scheduled period and Tuesday classes will meet during the last half hour of the scheduled period.

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CAMPUS FACILITIES

RESIDENTIAL

1. *North Hall* (1965) — 146 students in two-room suites with bath.
4. *East Hall* (1962) — Houses chapters of national fraternities and other students. The fraternity units, distinct self-contained, provide dormitory facilities, lounge, and a chapter room for each group. All students share a large social area on the ground floor.
5. *Forest Hall* (1968) — 92 students in two-room suites with bath. Honors Dr. and Mrs. Fletcher Bliss Forrest and Anna Forest Burfiendt '30, the parents and sister of Katherine Forrest Mathers '28 whose generosity established the memorial.
6. *Crever Hall* (1962) — 126 students in two-room suites with bath. Honors the College's founder and first financial agent, the Rev. Benjamin H. Crever, who helped persuade the Baltimore Conference to purchase the institution from the Williamsport Town Council in 1848.
8. *Wesley Hall* (1956) — 144 students. Honors the Founder of Methodism.
9. *Rich Hall* (1948) — 105 students in two-room suites with bath. Honors the Rich family of Woolrich, Pennsylvania. Houses the college health service and the Sara J. Walter non-residents lounge.
11. *Asbury Hall* (1962) — 154 students. Honors Bishop Francis Asbury, the father of The United Methodist Church in America, who made the circuit through the upper "Susquehanna District" in 1812, the year the Williamsport Academy (now Lycoming) opened its doors.
18. *Skeath Hall* (1965) — 212 students. Honors the late J. Milton Skeath, professor of psychology and four-time dean of the institution from 1921 to 1967.

ACADEMIC

- 12-15. *The Academic Center* (1968)
12. Laboratories and Arena Theatre — Language, business, mathematics, and physics laboratories; Detwiler Planetarium; 204 seat thrust-stage arena theatre; 90 seat Alumni Lecture Hall.
13. *Faculty Office Building* — 69 faculty offices, seminar rooms, 735 seat lecture hall.
14. *Wendle Hall* — Spacious Pennington Lounge is an informal meeting place for students and faculty. Psychology laboratories, 20 classrooms.
15. *Library* — Can accommodate 700 students in a variety of study and reading situations, has a capacity of 250,000 volumes, computer center, audio-visual center.
 2. *Art Center* (1965) — Studios and art gallery.
 3. *Fine Arts Building* (1940) — Art Studios.
19. *Eveland Hall* (1912) — Sculpture and art studios.
21. *Science Building* (1957) — Chemistry and biology lecture rooms, laboratories, offices.

CHAPEL

17. *Clarke Chapel* (1939) — Worship services and other events in auditorium, classrooms, studios and music department faculty offices on ground floor.

ADMINISTRATION

10. *John W. Long Hall* (1951) — College administration offices: President, College Deans, Treasurer, Registrar, Admissions, Alumni Affairs, Public Relations, Career Development Center, Publications, Development, and Financial Aid. Reception area, central communications, duplicating and bulk mail services.
22. *Maintenance*

RECREATION

7. *Wertz Student Center* (1959) — Dining room, Burchfield Lounge, recreation area, game room, music room, book store, post office, and student organization offices. Honors Bishop D. Frederick Wertz, president of Lycoming from 1955 until 1968.
16. *Gymnasium* (1923) — Basketball and other courts, swimming pool, bowling alleys, physical education offices.



CAMPUS FACILITIES

- | | | |
|-------------------------|---------------------|----------------------|
| 1. North Hall | 12. Arena Theatre | 18. *Skeath Hall |
| 2. Fine Arts II | 13. Faculty Offices | 19. Eveland Hall |
| 3. Fine Arts I | 14. Wendle Hall | 20. Bradley Hall |
| 4. *East Hall | 15. Library | 21. Science Building |
| 5. *Forrest Hall | 16. Gymnasium | 22. Maintenance |
| 6. *Crever Hall | 17. Clarke Building | *Residence Halls |
| 7. Wertz Student Center | | |
| 8. *Wesley Hall | | |
| 9. *Rich Hall | | |
| 10. Long Hall | | |
| 11. *Asbury Hall | | |
| 12-15. ACADEMIC CENTER | | |



WILLIAMSPORT, PENNSYLVANIA 17701
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